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ABSTRACT

This document contains a final report, evaluation, and curriculum materials from a project conducted at the RJR Nabisco plant in Indianapolis to upgrade the literacy and numeracy skills of the workers to facilitate technological changes to production lines. As the final report explains, although the goal of the project was to recruit and test 150 workers, more than 300 workers actually participated in the project (with some turnover). During the project, the project staff recruited and tested workers, developed job-specific literacy training materials, and conducted training classes in a flexible way that allowed workers to study around their shifts. Because of excessive overtime, workers were not able to attend all the planned classes, but an extension of the project remedied some of the time factors. The project was successful in terms of worker attitudes toward the opportunities and management and supervisors' favorable reports about workers' attitudes and ability to adapt to new technology more quickly. The external evaluation report notes the very favorable reaction to the project and the fact that the company chose to continue the project after the federal funding period. Actual pretests and posttests were conducted on a very small sample of the participants, however, and results were not statistically reliable. The main part of this document consists of a skills matrix developed through a literacy task analysis, learning objectives, curriculum guide, and practice exercises used in the program. (KC)

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ED 399 415

IVY TECH STATE COLLEGE

and

NABISCO FOOD GROUP - FLEISCHMANNS DIVISION
INDIANAPOLIS, INDIANA

NABISCO FOODS DIVISION - "NEW INDY" WORKPLACE LITERACY PROJECT

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Final Performance Report

U. S. Department of Education

National Workplace Literacy Program

September 1995

CE 072 522

Table of Contents

SECTION 1 – **Final Performance Report**

I. Compare actual accomplishments to the objectives contained in the approved application. 1

II. Refer to the schedule of accomplishments and their target dates contained in the approved application and give reasons for slippage in those cases where established objectives were not met. Include any corrective measures taken to correct slippage. 16

III. Identify the number and characteristics of project participants who completed planned project activities and of those who did not, and the outcomes achieved by participant who completed project activities. 17

IV. Report on Dissemination Actives 19

V. Report on Evaluation Activities 20

VI. Report on Changes in Key Personnel 24

SECTION 2 – **External Evaluation**

SECTION 3 – **Attachments**

Section 1

Final Performance Report

I. Compare actual accomplishments to the objectives contained in the approved application.

Project Goal 1: To identify the priority of departments to be served by this project. Then, to conduct a Job Analysis targeted to identify the basic skill competency needed to perform those jobs in the new technological environment in the "New Indy" plant.

Objective 1: To facilitate the Labor/Management Team in the prioritizing of the departments to be addressed by this workforce literacy project.

The STEP Committee (Labor/Management representatives and STEP staff) targeted literacy job analyzes for all union job classifications within the plant and prioritized them with completion deadlines. The first jobs analyses were those impacted the most by new technology: (1) Operator A-1: Production; Votator; Casepacker Machine Operator; (2) Operator A: Production: Palletizer Operator; (3) Remelt Operator, (4) Operator B: Shipping and Receiving; Lift Truck Operator, (4) Warehouseman, (5) Operator C: Quality Control; Lab Tester; Weight Tester, (6) Operator C: Casepacker; Tubber; Lidder and Cartoner, (7) Operator D: Production; Stock; Bulk Filler; Packer; Compactor, (8) Operator: Set Off, (9) Operator: Production; Sanitation; Milk Room Operator, (10) Oil Room Operator, (11) Stationary Engineer, (12) Maintenance. During the project some job analyses were updated (lab/ weight tester and shipping) because of changes in job tasks. These changes are reflected in the materials compiled and attached to this report.

Objective 2: To secure the department-by-department support for the analysis process. Supervisory concerns will be addressed, and an employee orientation will be presented concerning the information to be collected and how the information is to be used to support the Workforce Literacy Project.

Each department supervisor was contacted individually by the literacy task analysts. The process and purpose were explained to supervisory personnel to secure their support and understanding relative to the information being compiled. The literacy task analysts received the complete support from all supervisors. The planned formal "orientation" for employees did not materialize; but rather, individual and small group discussions with competent workers who served as models served well for the literacy task analysts information gathering. With rare exception, most employees were supportive and willing to assist. Some initial resistance was met from shipping and remelt employees and among some hourly employees at large. Several employees asked questions and expressed concerns over how the information would used by the company. Because the literacy staff was new to the plant, there was some initial distrust as to how the information would be used by the staff. The staff agreed that literacy task analysis orientation through start-up meetings would have addressed individual concerns/questions up-front.

Objective 3: To catalog common elements of basic skill requirements which span the various departments and job classifications. This will enable the instructors and the Nabisco Human Resource staff to counsel individuals who indicate a desire to transfer to another department or apply for another department.

Literacy task analysis of each department and position within the plant produced similar, common elements. These elements in common spanned across numerous job classification and across departments. Based on the completed literacy task analysts, a matrix which groups basic skills elements across job classifications was completed (see Attachment A).

Objective 4: To organize the job analysis information to best enable the development of the job-based learning instruments which will make up the foundation of the instructional component of the project.

Literacy task analysis for each position was recorded into a organized electronic database. This database provides a framework for retrieving data relative to each position. With considerable commonalty of skills in the database and with the ease of access it was helpful for instructional planning (see Attachment B).

Project Goal 2: To develop company-specific instructional materials which are based on Job Task Analysis in each department. This material will utilize job specific materials (charts, graphs, blueprints, truck loading documents wherever possible. The Instructor/Job Task Analyst will develop assessment scenarios which will measure individual skills as they relate to the need of the department and job classification.

Objective 1: To develop training materials which directly address the job functions of each area analyzed by the Instructor/Job Task Analyst. This material will be designed to address the broad needs of the job, yet be flexible to serve the level required for specific individuals.

Materials developed which address specific job tasks:

- Go With the Flow, Parts I, II, and III (Chart Reading)
- Votator Job Vocabulary (matching exercise, flash cards and spelling exercises)
- Quality Control Training - for weight testers
- Star Trek Space 2095: You're the Captain (Problem Solving Strategies)
- Machine Efficiencies: Using a Calculator to Figure Efficiency
- Machine Efficiencies: II
- Negative Numbers: Off Into the Wild, Blue
- Infinity - for Production workers
- Checking Your Paycheck Stub
- Document Literacy

Job aids developed which address specific job tasks:

- Time Card Chart: Codes -- posted in time card area where employees to use as they fill out their time cards

- When you Work Part of an Hour -- wallet size cards
  (for employees to refer to as they fill out their cards.)
- The Number Line with vocabulary--card
- Process Log Remarks--card
- Shipping Checklists Handouts
- The SQ3R Study Plan

Objective 2: To present the training material in a common format which will enable each individual to learn the system and therefore be able to use self initiative in the learning process.

The training manual was developed with sections developed with a common format of materials produced. With understandable language and easily read diagrams the materials lend themselves to simple reference. With a readily understood format each student is capable of referencing relevant instruction to their particular job or job aid.

Document Literacy: Specific department forms (see attachment C)

Go With the Flow (see attachment D)

Objective 3: To develop groupings of materials across departments to enable individuals to transfer or be promoted.

Quality Control (QC) Training: QC supervisor requested materials and training was developed. A new weight control system using positive and negative numbers was instigated at the "New Indy" facility. All current weight testers were trained. New weight testers transferring into the department also received training. From this, training and materials were developed for production workers who, as a part of their job, must understand positive and negative numbers in order to keep the product within a specified range.

Objective 4: To use the desktop publishing/clerical support staff person to prepare materials. This objective will serve the need to share this information with other Nabisco divisions and companies with similar operations and workforces.

The desktop publishing/clerical support staff person became an integral part of the materials creation. The two instructors and the desktop publishing staff support person became a team as they created, drafted, revised, and finalized materials. The materials were visually enhanced with computer graphics and use of creative page layout. The desktop publishing/clerical support staff person used Microsoft Word, PageMaker, Excel, and Access software.

Notebook materials were developed for each training activity conducted under the grant. The materials were organized and put into a consistent, easily read, format. As the material collection increased, the desktop publishing/clerical support staff person became vital to the assembling of visually appealing documents and instructional materials. To date, the materials have not been shared or disseminated with other agencies beyond Nabisco.

Project Goal 3: To recruit and enroll workers who need improvement in their basic workplace skills and to develop Individual Development Plans for increasing their job-related basic skills.

Objective 1: To recruit and enroll no fewer than 150 workers in the program and to add to specific productivity areas as identified by the Labor/Management Committee.

Three hundred fourteen (314) workers were enrolled in the job-related component of the program. These workers numbered more than the total plant workforce. This was because of attrition encountered during the project due to employee departures and layoffs.

Specific productivity areas were identified by the (L/MC) Labor/Management

Committee, once the project staff was in place at the "New Indy" plant. Productivity areas identified were Lab Testers (quality control), Pallet Stackers (palletizer), Stationary Engineer, Production Operators (Votator). With the new and larger plant and new employees, the concern for productivity was paramount. Specific productivity areas within the identified LMC list were difficult to target precisely due to the continual addition of employees and their required orientation, training, and on-the-job training. These areas were likewise difficult to assess and/or measure learning gains as a result of specific training activities due to fluctuating levels of productivity and new employee additions. With new plant equipment and staffing, productivity measurement was deferred until later in the project. STEP instructors and LMC members determined areas by canvassing key employees and supervisors as start-up areas leveled off. This was a definite area of adjustment and concern for the project staff and the accomplishment of its goals. The prioritizing of LTA (Literacy Task Analysis) and the subsequent materials development were an outgrowth of the L/MC's work in productivity improvement area.

Objective 2: To provide individual counseling and prepare or modify Individual Development Plans for the 150 enrolled workers.

One hundred ninety-seven (197) of the workers were first counseled and an IDP (Individual Development Plan) developed (see attachment E). IDP sessions were used also as a recruitment activity and an orientation to the STEP project. Workers then self-selected the program from their expressed needs in the IDP. The IDP process required a year, or more in some cases, to complete because of the approximately 134 workers who were hired during the program. Also scheduling employees around work responsibilities required a continuing effort to reschedule IDP sessions which were missed because of work duties. This difficulty in scheduling was ongoing throughout project because of growth in the plant population.

Objective 3: To provide basic skill counseling and formal skill assessment services to at least 150 individuals and enroll workers in the basic skills improvement or GED components.

Approximately one hundred thirty-four (134) employees took the TALS (Test of Applied Literacy Skills) prior to the beginning of the project. These 134 workers became the core group for assessing the effectiveness of the program. New employees hired during the project took the TALS as a part of the hiring process through the Nabisco Human Resource Department. The HR department continues to give the TALS to all applicants as a screening tool for hiring purposes. Only the Document and Quantitative test component assessments are used for pre and post assessment of these 134 employees.

The TALS score and the information gleaned from the employee during the IDP session provided a base from which to counsel each employee on their basic skill needs. The Staff discovered that actual TALS scores did not always match abilities on the plant floor. A male employee, whose scores of level 1 on both the document and quantitative tests might indicate problems coping on the plant floor, was highly rated by his supervisor. This employee had been with the company for 20 plus years and had learned his particular job well. The introduction of new technology, MMI (Man Machine Interface) into the plant did trouble him, however. He was tutored by the STEP instructors in the reading and use of the MMI display screens. He uses the MMI with ease now. Employees with the combination of many years of company service and low basic skills seemed to need assistance with new and changing technology. The project observed that these workers, with specific focused and relevant assistance, can be successful in the new high technology workplace.

Objective 4: To refer any worker for whom the basic skills improvement or GED program is not appropriate (does not match worker's needs) to another agency which can serve their specific needs.

Referrals to IUPUI (Indiana University, Purdue University at Indianapolis) and Ivy Tech State College were made for employees whose skills enabled them to participate in classes at these levels.

Occasionally, workers requested courses that were beyond the scope of the program and these were assisted in enrolling at local colleges and universities. For example, one employee requested a course in poetry. One member of the L/MC began taking classes at Ivy Tech State College, early on in the program. Over the past decade, the company has availed itself of the training opportunities provided by Ivy Tech State College's industrial maintenance department with the training of maintenance technicians and mechanics.

Project Goal 4: To provide individualized, job-related basic skills instruction at the plant site, on a flexible schedule, and to provide the supportive services necessary to assure participant success.

Objective 1: To provide no fewer than 150 workers with job-related basic skills instruction and to achieve at least an 85% successful completion rate as measured by the achievement of IDP goals and job specific productivity measurements.

Three hundred fourteen (314) received job-related basic skills instruction (Go with Flow Classes, general individual basic skills instruction, etc.) The staff of the STEP project can show completion rates for IDPs of over 85% goal accomplishment. Not every IDP goal was connected to productivity on-the-job. Therefore, workplace productivity measures are generally inconclusive or not measured when connected to individual IDP goals. But, specific measurable productivity gains were included with the Job-related basic skills instruction in:

QC for Weight Testers
QC for Production Workers
Go With the Flow, I, II, and III

Calculating Efficiencies

Also, tutoring in document and quantitative

literacy–used published materials plus

Nabisco examples

Some job-specific productivity measures, based upon Professor Larry Mikulecky, Indiana University, national literacy evaluation model, were implemented on a limited basis assessing those participants who attended STEP on a regular basis/long term basis and agreed to be rated by their supervisors. The number of participants was too small for statistical significance and for analysis/reporting purposes (fewer than 10 participants).

Objective 2: To serve, on a department–by–department basis, 150 workers in the job-specific basic skills improvement component of the program.

Served at least 314 workers in job-specific basic skills improvement component (as defined).

Objective 3: To serve, on an open-entry/open-exit basis, 15 workers in the GED component.

Seventeen (17) employees were enrolled in the GED component throughout the program. Of this group one employee completed and passed the GED test.

Objective 4: To provide monthly follow-up with each participant throughout the duration of the project and to provide referral to other agencies as individuals require.

The project did not follow a structured monthly follow-up schedule. Since the plant is relatively small in employee population the staff was able to maintain contact more often by: face–to–face contact, telephone calls, and through daily shift start-up meetings. The staff's personalized contact also maintained high levels of communication with workers when the need for referral information was requested.

Project Goal 5: To encourage workers to continue their education so they are prepared to adapt to changes in technology or new operating methods.

Objective 1: To update the Individual Development Plans of worker whenever an identified goal is reached as a means of rewarding the worker and encouraging him or her to continue setting and achieving additional training goals.

Records were updated as goals were completed. The STEP staff structured the IDP from a broad goal to attainable learning objectives. The completion or accomplishment of these learning objectives were rewarded in numerous ways by STEP staff and/or company representatives, where desirable, and the worker's colleagues. Some employees wanted their success kept to the staff and themselves. Other employees, upon achieving their objectives or goal, were motivated and encouraged to share their successes with co-workers. Some of these motivated workers became active recruiters for the project. Workers achieving their goal were encouraged to continue and often the success of achieving one goal led to working on another.

Objective 2: To provide a schedule of services that will allow and encourage employees to take part in the Workplace Literacy Project on their own time.

The STEP Center was on a flexible work schedule that allowed employees to attend classes both before and after their scheduled shift time. The staff staggered their work schedule to provide access to services for all three shifts. Often members of the staff were at the plant as early at 4:00 AM and often stayed as late as 2:00 AM.

Objective 5: To encourage all workers who are considering transfer or wishing for promotions to avail themselves of the workplace literacy project to build the basic skills required to qualify for transfer.

The staff used the matrix developed during the job task analysis as a tool to counsel with employees wishing to "bid" on different jobs. This list (see Attachment A) lists the basic skills required of each job classification within the plant. With this list the employee reviewed the required skills needed to be successful on the new job. With the individual assistance of the STEP staff instructor the individual could (1) assess his/her current basic skills, (2) develop an IDP goal toward proficiency in the skills for the sought after job, (3) target a completion date, (4) work with the STEP staff to achieve the essential competencies, and (5) validate that the skills are functional through post-assessment activities. Interest in bidding on the palletizer position was noted by the staff toward the end of the project. Principally, new employees interest in learning basic skills was for higher paying operator positions. They could bid on these after their customary probationary period.

Project Goal 6. To develop skills of the project staff and Labor/Management Team in the planning and implementation of evaluation strategies for measuring workplace literacy related job performance improvements.

Objective 1: To train the staff of the project using the model established by the College in prior workplace literacy projects. The model addresses the elements of job task analysis, curriculum development and evaluation, as they relate to job performance.

One of the instructors has experience in implementing an evaluation model developed by Professor Larry Mikulecky of IU. The STEP instructors received guidance from Professor Mikulecky in developing evaluation instruments which assess the program and its impact on productivity. In addition, the STEP staff participated in a case study with the IU-based model used as a part of the project evaluation.

Objective 2: To develop operating procedures which implement formative evaluations into the development of each and every IDP of this project.

The formative evaluation components were varied with each individual. Recommended procedures for consistent data gathering and record keeping were provided to the project's external evaluator, Dr. Ronald Britton. Dr. Britton was brought into the project during the start-up phase. He worked with the STEP staff as they developed the IDP and measures for evaluating each participant. His periodic visits to the project site were welcomed. He often toured the facility with the STEP staff and gained valuable insight which produced strong, positive recommendations.

Objective 3: To implement survey instruments which help provide feedback and serve as a data collection system on supervisory perceptions of job performance improvements.

A Supervisor rating instrument that assessed job performance was developed. The rating instrument (see Attachment F) was implemented only on a limited basis. It was felt by the staff that confidentiality between the worker and the instructor was paramount to the success of the program. The inclusion of the supervisor was considered outside of the instructor-worker confidentiality circle. Therefore, the STEP staff and L/MC developed a worker permission form which needed to be signed by the worker prior to approaching their supervisor, either before or after instruction was completed. Since workers and supervisors moved within the plant frequently it was difficult to obtain permission. Further, when a supervisor or worker moved positions this invalidated the pre- post instruction comparison. Data that was collected from workers was statistically insignificant due to low numbers. Worker gains were observed in each case but the constraints encountered by the STEP staff made this component a less than adequate format for gathering data on performance improvement.

Objective 4: To implement survey instruments which provide empirical data on improvements in job performance and to disseminate that data to the appropriate management, bargaining unit leadership, and the U.S. Dept. of Education.

The TALS document and qualitative instruments are given to each employee upon hiring. The "Old Indy" plant hourly worker population were tested prior to the NWL funded project in November 1992. These workers were the core of the "New Indy" facility upon transferring early in 1993. The group had considerable seniority and stability. Toward the end of the project the STEP staff approach the L/MC with the proposal to administer the form B of the TALS document and qualitative instruments to the remaining employees from this transfer group. This hypothesis that learning over this time period would demonstrate increasing scores (after two and one-half years). In addition, the scores of participants in the STEP program would be stratified or culled out from the population and compared, as a sample group, with the scores of the population. Dr. Golom Manan, Professor and statistician at IUPUI, was called upon to assist with this post assessment. Dr. Manan recommended that ideally the entire population of (134 workers) should be re-assessed. If this wasn't possible, then a statistical random sample should be stratified from the population. Dr. Manan indicated that a group of 30 individuals would provide a minimum statistical sample for this size population. Initially, the STEP committee recommended that the remaining workers from the 134 be assessed. This would truly provide evidence of STEP basic skills gains for those involved with the project and gains from company-provided instruction. The L/MC decided that they could not require the population to take the two TALS instruments.

The L/MC offered the project staff the opportunity to approach individuals from this population and to request their assistance, voluntarily, to take the form B assessments for this evaluation component. Random numbers were assigned to each of the 134 and individually contacted. Approximately forty employees were contacted with 32 accepting to test. This group demographically represented the age, sex, ethnic background, and years of service of the 134.

Results of the retest showed slight increases in the group (see Attachment G). Of those who participated in the STEP project, the average gain on document literacy was 2.8% and 1.23% on Quantitative. The greatest pre- post increase on document literacy was 39% and 21% on Quantitative. The number of STEP participants in each sub-group was statistically too small to represent the population (14 in group 1, 6 in group 2, and 10 in group three). No significant scale score gains are documented by correlating with hours engaged in learning activities, as measured by scaled scores on the TALS Document Literacy and Quantitative assessments. Therefore, the resultant data are statistically inconclusive for the sample group and sub-groups and do not delineate the achievement or circumstance of the 1992 assessed Nabisco workers remaining as of May 1995.

II. Refer to the schedule of accomplishments and their target dates contained in the approved application and give reasons for slippage in those cases where established objectives were not met. Include any corrective measures taken to correct slippage.

Project Goal 5: To encourage workers to continue their education so they are prepared to adapt to changes in technology or new operating methods.

Objective 3: To update the Individual Development Plans for 50% of the program participants who complete the department specific basic skills instruction to encourage them to continue training through other Nabisco Division training programs.

The updating of individual IDPs of those who completed the department–specific basic skills instruction was informally accomplished. Workers were verbally encouraged to set additional IDP goals. Often the demand for department–specfic training was rigorous enough to occupy the time and energy of the STEP staff. Finding the time to up-date individual IDPs wasn't realistic or available.

Objective 4: To track those program participants who enroll in other Nabisco sponsored training programs for one year after their participation in the Literacy project and to encourage them to continue their training.

No formal provisions were made by the L/MC. Due to rapid expansion the lead teacher of the project continues with Nabisco in a consultant capacity. She continues to meet students as time and schedule dictates.

III. Identify the number and characteristics of project participants who completed planned project activities and of those who did not, and the outcomes achieved by participants who completed project activities.

IDP Goals Completed by Participants

IDP Goal Area	Count of Goal Completed
Calculator Efficiency II	6
Division	1
Documnet Literacy	3
DOS Tutorial	1
Fractions	5
GED	4
Go With the Flow	123
Go With the Flow II	61
Go With the Flow III	19
Go With the Flow IIIa	5
Lotus Tutorial	1
Machine Efficiency	8
Math-Whole #'s thru Algebra	1
Negative Numbers	10
Negative Numbers II	5
Negative Numbers III	6
Quality Control Training	14
Time Card	1
Typing Tutor	1

Program Participants by Male and Female (as of 6/15/95)

Males/Females	Percent
192 Males	73%
27 Females	27%

Ethnic Diversity Among Plant Population (as of 6/15/95)

Ethnicity	Percentage
Caucasian	80%
Black	19%
Hispanic and Asian	1%

STEP Learning Center Participation Report

Program Participation	Prior to 3/1/94	Prior to 7/194	Prior to 9/1/94	Prior to 11/1/95	Prior to 6/15/95
Number of Participants					
Total General Education	44	61	64	70	84
GED	16	17	16	16	17
Basic Skills	28	44	48	54	67
Job Related Skill Training	152	252	266	314	314
Counseling (completed IDP)	152	192	197	197	197
Total Served to date	348	505	527	581	595
Contact Hours Provided					
Total General Education	311	609	707	812	1089
GED	103	184	202	219	300
Basic Skills	208	425	505	593	789
Job Related Skills Training	146	277	305	350	431
Counseling (completed IDP)	76	96	99	99	99
Total Contact Hours	533	982	1111	1261	1619

IV. Report on any dissemination activities

DATE	ACTIVITY	ATTENDED BY
October 20, 1993	Open House at Nabisco	87 employees, Staff
Nov. 6-19 1993	Conference at Martin House Hotel - Workplace Education : Tools for Success!	Pat Adams, Jodie Kean, Julie Oelker
November, 1993	Visitor Peter Mayhew Smith from England	Staff
January 14, 1994	Indiana Master Teachers focus Group on Workplace Literacy	Pat Adams
Feb. 12, 1994	GILL (Greater Indianapolis Literacy League) Training	Jodie Kean Julie Oelker
April 18, 1994	Visitors: Lafayette Reading Academy JoAnn Vorst Cheryl Singleton	Staff
April 19, 1994	Literacy Discussion at Marion County Library Services Center	Jodie Kean
May 19-29, 1994	IAACE at Purdue University	Julie Oelker
June 9, 1994	Focus Group	Jodie Kean
October 7, 1994	Exchange Visitor from the Labor Ministry of Albania	Staff, Jim Richert
October 7, 1994	Visit to Specialty Blanks, Terre Haute, IN, to be informed about their program and the Plato system.	Pat Adams, Penny Buhr, Julie Oelker, Jim Richert
Nov. 15-17, 1994	Trip to Washington, DC – DOE *Close Out Conference*	Pat Adams Jim Richert
Dec. 1, 1994	Teleconference: Adult Numeracy Instruction: A New Approach	Julie Oelker
December 1994	Visit and tour given to Kim Harden and Joan Tanksley form the IMPACT Education Council	Staff
December, 1994	Visit from Valerie Sheetz - Instructor for UAW/Ford Skills Enhancement Program, Indianapolis	Staff
Dec. 21, 1994	STEP Learning Center Christmas Open House	Nabisco, Ivy Tech
January 17, 1995	World of Work Conference at Allison Transmission Division – General Motors	Pat Adams, Penny Buhr, Julie Oelker
February 10, 1995	Workforce Advocates Group meeting at Specialty Blanks, Terre Haute, IN	Penny Buhr, Julie Oelker
March 16, 1995	Plant tour for Ivy Tech students in Manufacturing Process 101 class	Pat Adams, Penny Buhr, Jim Richert
April 13, 1995	Workforce Advocates Group meeting at Nabisco/Teleconference	Pat Adams, Penny Buhr, Jim Richert
April 28, 1995	Conference at the Indianapolis Zoo – Brain Compatible Learning	Pat Adams
Nov. 6, 1995	AFL/CIO Annual Labor Conference, Indianapolis	Dave Carter, Jim Richert

V. Report on Evaluation Activities

The evaluation plan for the project incorporated a "360" design. All parties were involved using various methods, and gauging various reactions. The STEP staff, L/MC, company administration, supervisors, and workers all participated in the activities of the project.

The formative evaluation component included monthly meetings of the STEP committee. It was in these meetings that the direction of the project took shape. Reactions from workers, supervisors, and operations team members assisted in forming the project. Various ideas were shared and evaluated in light of the needs of workers and project goals. For example, the invitation by Dr. Larry Mikulecky to participate in a study under the National Literacy Foundation was brought before the STEP and Operations committee. The STEP committee became the clearinghouse for ideas that promoted tools and techniques for evaluating the project.

The summative evaluation component under Dr. Ronald Britton, external evaluator, brought another level of observing the project. He started with the project beginning with the awarding of the grant. During the grant he periodically reported on his observations and findings, with recommendations that enhanced the project's assessment. The STEP committee sought his advice on issues as they materialized along the milestone chart and as questions surfaced.

Job-specific productivity measures were incorporated into literacy training activities. When the votator classes were conducted, the instructor gained positive and negative worker and supervisor input as to its effectiveness. Immediate feedback provided the instructor with information toward improving content and/or technique for the next employee session (see Attachment I).

No data collection relating to document job-specific performance was formalized because of other activities within the changing workforce. Participant reactions to training were requested at all stages of involvement. Anecdotal comments and written and verbal comments were continually sought and received by the staff.

The milestone chart was developed during the start–up phase of the project. The project manager, along with the STEP staff, made adjustments to the chart as needed. This tool was vital to the successfully completion of project goals.

An employee interest survey was developed by the staff (see Attachment J). This planning tool provided the staff with ideas that would interest the workers and open doors for job-specific training opportunities. Understanding pay stubs, using calculators, and time cards were topics that were developed with training conducted for the plant population.

To ascertain the effectiveness and impact of the STEP program on the plant population a formal post-assessment strategy was developed. In November 1992, one hundred thirty-four (134) current workers at Nabisco were administered two of three sub-tests of the TALS (Test of Adult Literacy Skills). Document Literacy and Quantitative assessments were given, en-mass, to the plant population. The consultant provided scores in the aggregate to Nabisco. The scores were used for developing the grant proposal and were kept confidential by the consultant. The company uses the same two TALS assessments as a component in screening new hires. With the admonition of the TALS to all prospective hires, the company can maintain a cut-off score level for all employees it has hired since 1993. The majority of these 134 workers remain with Nabisco today. This group is the backbone of the current workforce. It was this group of 134 workers that the STEP committee and staff wishes to assess in the Spring of 1995.

Did this group gain knowledge and literacy skills as a result of the STEP project and company paid training? To answer the question, the STEP committee proposed to administer TALS form B, Document Literacy and Quantitative to all remaining workers from among the 1992 test group. The L/MC determined that with production schedules increasing overtime required to meet production needs this assessment was impossible to accomplish. The STEP committee suggested that a volunteer random sample of this group could provide evidence of gains if it were conducted as statistically as possible under these changed conditions. Dr. Golom Manan, statistician, IUPUI (Indiana University–Purdue University Indianapolis) was contacted for advice on selecting a statistical sample. His first recommendation was to attempt to assess the greatest number of workers possible to increase statistical probability. Dr. Manan suggested as an alternative a minimum of 30 participants, chosen by random number, which would provide a statistical sample indicative of the entire population from 1992. This random selection was completed by the STEP staff with 30 workers selected by random number. Demographically, this random group would be a statistical sample of the population of the 1992 group (see Attachment K). Each of the thirty workers was contacted individually by STEP staff members and requested to assist in the project's evaluation through the TALS assessments. With few changes the workers volunteered to take the two assessments. They were administered over a three-week period. The scores were compared to the 1992 scores (see below).

Document Literacy				
Group	N=	Pre Assessment	Post Assessment	% Change
Total	30	282.33	290.33	2.8%
>14.25 hrs.	14	272.14	274.29	2.8%
2 - 12.24 hrs.	6	260.00	280.00	7.7%
<2.0 hrs.	10	310	319	3.0%

Quantitative				
Group	N=	Pre Assessment	Post Assessment	% Change
Total	30	298.67	302.33	1.23%
>14.25 hrs.	14	288.57	286.43	-0.7%
2 - 12.24 hrs.	6	280	286.67	2.3%
<2.0 hrs.	10	324	334	3.1%

The group of thirty indicated in the table above were clustered by hours of participation in the STEP program. Those with less than (<) 2.0 hours of involvement, those with between 2.0 to 14.24 hours, and those with greater than (>) 14.25 hours. These three clusters were determined by the average number of hours of instruction in the STEP program and bimodal distribution surrounding the average. The average participant was involved for 12.1 hours.

Eighteen participants engaged in over 20 total hours of instruction. The greatest amount of logged instruction time by one employee was 113 hours. The lowest participation was one IDP session of 20 minutes.

The external evaluator report is attached to this report as Section 3.

VI. Report on Changes in Key Personnel

The project began with three individuals: instructors, Ms. Patricia Adams and Ms. Julia Oelker and a benefit eligible desktop publishing/clerical staff person, Ms. Jodie Bray (Kean). These three were interviewed and approved by the L/MC, Nabisco, and Ivy Tech Staff and began with the start-up phase of the project. These three continued with the project until Ms. Bray's departure July 30, 1994. Ms. Penny Buhr was employed to take Ms. Bray's position. She began on September 1, 1994. Ms. Oelker departed the project at the end of March 1995, after delivering her second child. At this point in the project, it was felt that replacing Ms. Oelker would be difficult with the few remaining months of the grant. A grant extension in time was then requested of the Department of Education and granted in order to provide approximately two and one half months of additional service to the Nabisco employees and project completion. Ms. Adams and Ms. Buhr remained until the end of the project.

Ms. Adams was retained by Nabisco to continue working with new employees and develop training materials as the company announced an expansion of product and refrigerated storage facilities.

Section 2

External Evaluation

Ivy Tech State College & Nabisco Foods Company

Workplace Literacy Demonstration STEP Project

External Evaluation Report

Ronald Britton, Ed.D.
August 1995

External Evaluation Report
Ivy Tech State College/Nabisco Foods Company
Workplace Literacy Demonstration Project

Introduction and organization of the report

This external evaluation report assesses and summarizes the progress of Ivy Tech State College (previously Indiana Vocational Technical College) and Nabisco Foods Company workplace literacy project. This project had the focus of developing a demonstration program that can be disseminated to other workplace literacy sites. The project was stimulated by the $38 million investment for the development of a "New Indy" margarine plant by RJR Nabisco. The New Indy plant necessitated skill development by most hourly employees because of technology advances increasing employee skill requirements.

The external evaluation methodology included site visits; interviews with college manager, project personnel select participants; and review of records and materials and procedures developed during the project. The external evaluator was able to monitor the progress of the project by attending many of the project steering committee meetings during the life of the project.

The project was to specifically focus on developing instruction and literacy materials that are work related. This demonstration effort included publishable materials to be made available to other workplace clients within and outside of Nabisco.

The evaluation effort substantiated that a true need did exist and the funding was targeted at an audience that would benefit from the effort. While many companies experience technology enrichment, the New Indy plant needs for literacy skill development were profound. Nabisco and the plant union were fortunate that a local college with extensive workplace literacy experience took leadership in this project.

Factors that facilitated project success

Experience of LEA in workplace literacy- The previous experience of Ivy Tech State College in managing previous workplace literacy efforts enabled the project to scale the learning curve much faster, assess needs more orderly, and anticipate potential problems with greater accuracy. Experience using IDP's and worker assessment for literacy development promoted increased sophistication in interviewing and record keeping.

Small size of the plant- Compared to other workplace literacy projects evaluated, the smaller size of the plant increased the chances for improvement in literacy skill development. Fewer employees with fewer job descriptions and job focused literacy requirements enabled more quality time and increased energy be centered on individuals. This promoted the development of materials and range of service to employees by project staff.

Active involvement of a partnership. - The active participation of the company, union, college, local PIC, SEA increased the span of influence of the project. The demonstration effort will be enhanced locally because of the broad representation on the advisory committee. One aspect of the project that reduced company interaction with the project occurred because a key manager assumed new responsibilities away from the project. The employees who participated on the steering committees and as STEP project participants were very strong advocates for the project.

Dedication of facilities- The project had adequate facilities and space in the plant to both house the project staff and conduct instruction. Computer equipment provided by the college promoted professional material development as well as computer managed record keeping.

Experience and knowledge of project staff- The broad experience of project personnel in literacy development, testing, individual instruction, task analysis, and project management was seen as a strength in the project. The extensive knowledge in job task analysis led to an extensive task analysis that went beyond just literacy assessment. While the information was very useful to Nabisco in updating job descriptions, it is speculated that too much intensity was spent on this particular aspect of the project at the expense of promoting other activities.

Factors that inhibited project success

Some of the factors that promoted project success also had the double edge of inhibiting success.

Small Size of the Plant

The size of the plant being small also was restrictive. Fewer departments and jobs resulted in more focused attention rather than expansive job literacy analysis and material development. Fewer employees reduced the pool for participation in the project. The fewer number of managers at the plant required concentrated rather than broad involvement by Nabisco.

Production Operations

The moving to new facilities with new equipment impacted the initiation of activities at the beginning of the STEP project. Employees were faced with many such new developments which may have caused barriers for STEP in developing initial credibility. Later, many employees were required to work many hours of over-time due to expansion of product line and new products. Other employees were subject to mandatory vacation time taking them away from the work site and availability to participate in STEP.

The external evaluation assessment of progress toward project goals.

Project Goal 1: *To identify the priority of departments to be served by this project. Then to conduct a job analysis targeted to identify the basic skill competency needed to perform those jobs in the new technological environment of the "New Indy" plant.*

It is the opinion of the evaluator that the process of job task analysis was too extensive. The JTA went well beyond the scope of workplace literacy purpose. Many of the job task analysis would enable development of effective job redesign or job performance improvement beyond the literacy scope. This may be considered an additional benefit derived from the project because of the potential job performance improvements from the analysis. The process for conducting a job analysis for literacy improvement may not be too much distinguishable from job task analysis for more comprehensive instructional development. One position, (Stationary Engineer) required 39 pages of performance descriptions. While the main benefactor of such detail is Nabisco, the evaluator suggests that the time and effort could have been better spent on instructional material development aimed at literacy development.

Project Goal 2: *To develop company specific instructional materials which are based on job task analysis in each department. This material will utilize job specific materials (charts, graphs, blueprints, truck loading documents) wherever possible. The Instructor/Job Task Analyst will develop assessment scenarios which will measure individual skills as they relate to the need of the department and job classification.*

The extensive effort conducting the job task analysis did result in the ability of project staff to develop materials ultimately beneficial to the participants. These materials include the series of Literacy Skill Text/Department matrices and Job Description skill tasks. Some of the examples of instructional material and instructional development was derived from the JTA were units on Negative Numbers, Quality Control, Go with the Flow (Votator Valve), and Shipping department instruction. The Go With the Flow instructional unit was very complete and effectively used the information from the task analysis and assessment of an actual production problem. It is the opinion of the evaluator that some of the instruction such as the Votator materials perhaps were more job performance oriented than literacy focused. Melding the two instructional workplace development competencies (training and literacy development) may require more definition than presently exists for workplace practioners.

Project Goal 3: *To recruit and enroll workers who need improvement in their basic workplace skills and to develop Individual Development Plans for increasing their job-related basic skills.*

Individual development plans (IDP's) were developed for each employee participating in the literacy project. Plans were monitored and progress of instruction was entered into the IDP record on a daily basis noting progress toward goals and updating new learning objectives. The recruitment campaign through personal contacts and through the newsletter that was developed enabled the STEP project to involve a large proportion of workers. The on-on-one contacts by the STEP staff by very personable staff members helped secure participant involvement.

One aspect of the IDP process considered very effective was the continuous and immediate entering of progress results into their folder for each person involved. The record keeping and documentation of project activities was well developed and would be an effective system to disseminate to other literacy projects.

Nabisco provided an incentive to workers to participate in the STEP program by providing partial wages for some of the activities. This supportive factor helped foster a perception of partnership for the STEP project.

Project Goal 4: *To provide individualized job-related basic skills instruction at the plant site, on a flexible schedule , and to provide the supportive services necessary to assure participant success.*

This goal was met with a high degree of success on a continuous basis. Periodically the production requirements of the plant required many employees to work an extended day or take mandatory time off. The instructional schedule was modified to accommodate the workers schedule. Instruction was also developed and offered during shift change time at the request of the company to provide instruction deemed important by management. The shift change instruction was not received well by many employees because it was mandated by management. It was discontinued because it was not part of the literacy project but rather an effort to be viewed favorable by management.

Instruction developed on machine efficiency is an example of the effective development of materials using work samples for literacy instruction. Also, many "life" examples were used in materials to stimulate and motivate employees in the instruction. Many of the instructional units were **DocuRead** examples that included map reading and telephone rate determination.

Project Goal 5: *To encourage workers to continue their education so they are prepared to adapt to changes in technology or new operating methods.*

A very successful part of the project was the effort to enable the employees to continue education efforts and to adapt to changes in technology. The STEP staff provided assistance enabling workers to be enrolled in GED completion. The staff effectively used application oriented examples in the instructional materials to help make instruction interesting and useful. Nabisco is promoting the continuation of this objective by employing the STEP lead instructor beyond the life of the project.

Project Goal 6: *To develop skills of the project staff and the Labor/Management Team in the planning and implementation of evaluation strategies for measuring workplace literacy related job performance improvements.*

This goal was one which was least realized. The major impetus of the project was to analyze task requirements then design, develop and deliver instruction. The collection of data to document performance improvement was not formalized because of the volume of the other activities and resistance by employees. An evaluation procedure was developed to assess transfer of literacy skill development to the actual job. The procedure and material for the evaluation was jointly developed by STEP and employees. The procedure was based on the fact that employee's and their supervisors had to volunteer to participate in the follow-up assessment. The STEP staff was not able to collect the data desired because only one employee and supervisor agreed to complete the on-the-job evaluation.

Summary and conclusion

One element of the project that was proposed was to follow a four level evaluation plan. Given the parameters of following literacy development, it was somewhat unrealistic to apply all four levels of evaluation to assess the project. One of the serendipitous benefits of the project was noted by management when new business production lines were started. A manager commented that employees seem to adapt to the new business product line production requirements faster and easier that before. A more appropriate indicator of project success was from supervisors and management who indicated that employees were able to bring on new production lines and business products much faster and with fewer difficulties than when moving to the present facilities.

Another indication of the success of the project is the company continuing some of the STEP efforts by employing the STEP lead instructor. This "institutionalization" of a project after funding ends is a rare accomplishment and is a marker of project success.

One of the factors that helped the project achieve success was the continuation of the project by the grantor. The unanticipated elevated over-time production schedule impacted opportunity for employees find time necessary to participate in STEP. The continuation schedule increased the time available for them to continue participation.

The nature of the STEP project was primarily demonstration focused. Many of the procedures for record keeping, identifying job literacy needs, and materials developed provides a rich source for dissemination to other work sites. Some of the evaluation procedures although not used (because employees refused to participate) could be valuable in other work settings.

In conclusion, the external evaluation of the STEP project is that the project was very successful and will serve the larger workplace literacy community with numerous excellent materials and procedures for dissemination. It is concluded that Ivy Tech State College and the STEP project developed effective mechanism for providing assistance to the larger educational and work communities in promoting workplace literacy.

Section 3

Attachments

Attachment A – JOB TASK ANALYSIS MATRIX

Literacy Code Name	Literacy Skill Text	Literacy Category	Skill Number
ADAPT	Make adjustments in work habits and maintain a positive attitude.	Attitude	144
AQUEST	Ask both open-ended and closed-ended questions.	Communication	131
ASK	Follow a procedure when asked.	Communication	1
ASMDEC	Add, subtract, multiply and divide decimals to one and more places to solve a problem.	Math	2
ASMDWN	Use addition, subtraction, multipl. & div. to solve problems w/ single & multiple digit whole numbers.	Math	3
BEHAVE	Demonstrate behavior that is reliable, trustworthy, and professional.	Attitude	148
BODYLAN	Use appropriate body language.	Communication	125
BRIEF	Write brief descriptive accounts of activities or transactions performed.	Writing	4
CALCU	Use a calculator to perform basic arithmetic operations to solve problems.	Math	5
CCOM	Read and respond to computer commands.	Computers	6
CED	Enter data into the appropriate sections of a computer program	Computers	7
CENT	Carry out arithmetic computations involving dollars and cents.	Math	8
CHAPP	Apply information from tables or graphs to locate malfunctions or select actions.	Reading	9
CHCROSS	Cross-reference charted material with text.	Reading	10
CHECK	Check for understanding and reaction.	Communication	136
CHEM	Use a measuring device to determine an objects chemical composition.	Math	98
CHLOC	Locate information in a chart at intersections of rows and columns.	Reading	11
CHREAD	Read two or more column charts to obtain information.	Reading	12
CINFO	Locate, compare, create or generate information using a computer program.	Computers	13
CKEYBD	Understand the operation of a computer keyboard.	Computers	14
CLASS	Classify or match objects by color, size, or significant marking.	Problem Solving	15
CMON	Observe and monitor a process using a computer screen.	Computers	16
CODE	Interpret codes and symbols.	Reading	17
COMB	Combine information from multiple sources that contribute to the completion of a task.	Reading	18
CONTEXT	Use words in context.	Communication	123
CONVERT	Perform basic metric conversion involving weight, distance, volume.	Math	19
CROSS	Cross-reference within & across source materials to select information to perform a routine.	Reading	20
CTRANS	Transfer data from a source (forms, guages, scales, etc.) into a computer program.	Computers	21
DATE	Read and write months, days and years.	Reading	101
DEFECT	Determine the presence of a defect or extent of damage.	Problem Solving	22
DEMO	Explain and demonstrate steps of a process.	Communication	138
DEPEND	Work in accordance with established standards without supervision.	Attitude	147
DETAIL	Identify details, labels, numbers, parts of an illustration, parts from a key or legend.	Reading	23
DIR	Give information or directions clearly.	Communication	24
DRAW	Draw conclusions.	Problem Solving	115
EMERG	Select the appropriate course of action in an emergency.	Problem Solving	25
EMPHASIS	Use appropriate emphasis/pauses.	Communication	120
EST	Determine if a solution to a mathematical problem is reasonable.	Math	26
EXPLAIN	Explain cause/effect relationship.	Communication	130
FACT	Write a description of an activity or transaction in the appropriate section of a form.	Writing	27
FCOM	Locate or compare information using a completed form.	Reading	28
FDDA	Determine the appropriate course of action in a particular situation.	Problem Solving	30
FDILL	Follow sequenced illustrations as a guide.	Reading	31

Literacy Code Name	Literacy Skill Text	Literacy Category	Skill Number
FDMI	Read and understand the main idea of job-specific material.	Reading	32
FDO	Follow directions to complete a task that includes observing.	Problem Solving	102
FDOR	Communicate orally to describe and/or solve a problem.	Communication	33
FDRI	Follow directions to complete a task that includes reading and identifying information.	Reading	34
FDS	Synthesize information from more than one source to complete a task.	Reading	35
FDSP	Follow very specific step-by-step directions and procedures to perform a sequence of tasks.	Problem Solving	36
FDTV	Identify and use appropriate sections of text and visual material to complete a task.	Reading	37
FDW	Communicate in writing to describe and/or solve a problem.	Writing	38
FED	Enter data (create/generate) into the appropriate spaces on a form.	Writing	39
FEED	Give constructive feedback.	Communication	137
FLOC	Locate the space on a form to enter data.	Writing	40
FOCUS	Focus on topic/problem.	Communication	139
FORK	Hold a license to drive a fork truck.	Problem Solving	112
FORM	Enter appropriate information onto a form.	Writing	41
FRAC	Add, subtract, multiply and divide fractions to complete a task or subtask.	Math	42
FRACDEC	Convert fractions to decimals or mixed numbers to complete a task.	Math	43
FTD	Transfer or copy exact data from other sources onto appropriate section of a form.	Writing	44
FTF	Speak face-to-face using good eye contact.	Communication	121
GELEC	Read and interpret readings on electronic instrumentation.	Reading	45
GIVE	Give information/directions clearly.	Communication	132
GOALS	Set and achieve goals in a timely manner.	Problem Solving	151
GRAMS	Read and understand measurements in standard English units or metric units.	Math	99
GSCALE	Read and interpret the markings on a scale.	Math	46
ID	Identify components within a schematic.	Reading	47
IDENT	Identify when additional information is needed.	Problem Solving	116
IDIAG	Locate and interpret specific details of a diagram.	Reading	48
IFD	Follow directions using a single illustration or a sequence of illustrations.	Reading	49
ILOC	Locate and use parts of an illustration (e.g., labels, numbers).	Reading	50
INFER	Determine meaning of figurative, idiomatic, or technical usage of terms using context clues as ref.	Reading	51
INFTEXT	Make inferences from text.	Reading	52
INITI	Initiate actions.	Attitude	145
IRR	Distinguish between relevant and irrelevant information in text or visuals.	Reading	53
LISTEN	Listen attentively in face to face conversations.	Communication	113
MEAS	Read and write numbers or symbols from time, weight, distance and volume measuring scales.	Math	54
MEASURE	Read numbers or symbols from time, weight, distance and volume measuring scales.	Math	110
MIDEA	Identify main idea.	Problem Solving	118
MMEAS	Use measuring device to determine object's weight, distance, or volume in std. units or metric units.	Math	55
MOD	Modify one's behaviorial style to prevent or resolve conflicts.	Interpersonal	143
NCRW	Read or write a numeral number (digits, integers, decimals, etc.).	Math	56
NUMORD	Arrange textual materials in numerical order.	Math	108
OAM2	Solve problems involving units of measurement that combine more than 1 operation (addit. & multipl.	Math	57
OASC	Read and understand information from scales to solve math problems.	Math	58
OK	Initial the appropriate OK blank on the Pre-Operational Report.	Writing	59

Literacy Code Name	Literacy Skill Text	Literacy Category	Skill Number
ORDER	Solve problems by selecting and using correct order of operations.	Math	60
PARAPH	Paraphrase.	Communication	129
PERCDEC	Convert percents to decimals or fractions, and decimals to fractions or percents.	Math	61
PERCENT	Read, write, and compute percents to complete a task or subtask.	Math	62
PERSU	Use persuasive speech.	Communication	134
PLOT	Plot a point on a chart/graph.	Math	103
PM	Apply preventative measures prior to task to minimize problems.	Problem Solving	63
PREDICT	Predict outcomes.	Problem Solving	135
PRINC	Explain principles/theory.	Communication	133
PRIOR	Set priorities.	Problem Solving	152
PROB	Use problem-solving steps, tools and techniques.	Problem Solving	149
PROCED	Describe a procedure for someone to follow.	Communication	124
QUEST	Listen to questions.	Communication	117
RATIO	Understand and compute averages, ranges, or ratios.	Math	64
RECOG	Recognize cause and effect; predict outcomes.	Problem Solving	65
RECORD	Record essential information in phrases or simple sentence form accurately and precisely.	Writing	66
RESC	Identify procedures and resources for getting work done.	Problem Solving	150
RESP	Seek increased responsibility.	Attitude	146
RESPOND	Respond to appropriate body language.	Communication	114
RESULTS	Recognize and communicate good results.	Interpersonal	141
RID	Identify and label objects.	Problem Solving	67
ROUNDEC	Round off decimals to one or more places to complete a task or subtask.	Math	68
ROUNDWN	Round off single and multiple digit numbers to complete a task or subtask.	Math	69
RPHYS	Identify objects by particular physical characteristics (e.e., size, shape, color).	Problem Solving	70
RSFIND	Find appropriate section of reference source (sentence, paragraph, etc.) to answer a specific question.	Reading	71
RSMAIN	Determine the main idea of a paragraph or several paragraphs.	Reading	72
RSREF	Determine the main idea of reference material.	Reading	73
RSSKIM	Find information by skimming or scanning text (including lists and tables).	Reading	74
RSSYNTH	Synthesize/summarize info from more than 1 section of reference source to answer a specific question	Reading	75
RTASTE	Select the appropriate course of action by using taste, touch, sight, or hearing.	Problem Solving	76
RWCOUNT	Read, write, and count single and multiple digit whole numbers to complete a task or subtask.	Math	77
RWDEC	Read and write decimals to one or more places to complete a task or subtask.	Math	78
SAFE	Use common knowledge for safety.	Problem Solving	79
SEL	Select parts of text or visual materials to complete a task.	Reading	80
SENTCS	Record essential information that involves more than one sentence.	Writing	81
SERIES	Organize information from multiple sources into a series.	Reading	82
SIGN	Understand and use signed (positive and negative) numbers.	Math	111
SIMDIFF	Identify similarities and differences in objects.	Problem Solving	83
SPEAK	Speak clearly.	Communication	119
SPELL	Spell task-related words and abbreviations correctly.	Writing	84
SUM	Summarize.	Communication	128
SUPPORT	Encourage and support others.	Interpersonal	140
TCG2COL	Locate and extract information from a two-column table or chart.	Reading	85

Literacy Code Name	Literacy Skill Text	Literacy Category	Skill Number
TCGACT	Utilize information from tables, charts, or graphs to choose a course of action or solve a problem.	Reading	86
TCGROW	Locate and extract information from an intersection of a row-by-column table or chart.	Reading	87
TCON	Using a table of contents, index, appendices, glossary, system or subsystem.	Reading	88
TECH	Write key technical words accurately on forms.	Writing	89
TECHTERM	Use technical terms/vocabulary.	Communication	122
TELEPH	Use telephone.	Communication	127
TERM	Understand and use technical terms.	Reading	104
TESTEQ	Read and interpret readings on test equipment.	Reading	100
TIME	Write and tell time using a clock.	Math	105
TRANS	Transfer #'s, codes, dates, figures from equip., or written sources onto appropriate sections of forms.	Writing	90
UNDER	Speak with understanding.	Communication	126
UTIL	Utilize information from an illustration.	Reading	106
VABBREV	Read and understand abbreviations, contractions and acronyms.	Reading	91
VCOMM	Read and understand common words.	Reading	92
VCONTEXT	Determine a word's meaning from the context of a sentence or paragraph.	Reading	93
VDIR	Understand verbal information/directions.	Communication	107
VERBAL	Use verbal information.	Communication	94
VIEW	Perceive and understand other's feelings, needs, values and opinions.	Interpersonal	142
VJOB	Read and understand job-specific words.	Reading	95
VSYM	Read and understand symbols and codes (e.g., colon, percent sign, w/, etc.).	Reading	96
WRFRAC	Read and write common fractions to complete a task or subtask.	Math	97

Attachment B – JOB TASK ANALYSIS MATRIX DATABASE

Votator Operator Literacy Skills

03-May-95

Apply information from tables or graphs to locate malfunctions or select actions.

Apply preventative measures prior to task to minimize problems.

Classify or match objects by color, size, or significant marking.

Communicate orally to describe and/or solve a problem.

Enter data (create/generate) into the appropriate spaces on a form.

Find information by skimming or scanning text (including lists and tables).

Follow sequenced illustrations as a guide.

Follow very specific step-by-step directions and procedures to perform a sequence of tasks.

Identify components within a schematic.

Identify objects by particular physical characteristics (e.e., size, shape, color).

Locate and use parts of an illustration (e.g., labels, numbers).

Locate or compare information using a completed form.

Locate the space on a form to enter data.

Locate, compare, create or generate information using a computer program.

Observe and monitor a process using a computer screen.

Read and respond to computer commands.

Votator Operator Literacy Skills

03-May-95

Read and understand abbreviations, contractions and acronyms.

Read and understand job-specific words.

Read and understand symbols and codes (e.g., colon, percent sign, w/, etc.).

Read and understand the main idea of job-specific material.

Read or write a numeral number (digits, integers, decimals, etc.).

Read two or more column charts to obtain information.

Read, write, and count single and multiple digit whole numbers to complete a task or subtask.

Recognize cause and effect; predict outcomes.

Select the appropriate course of action by using taste, touch, sight, or hearing.

Transfer #'s, codes, dates, figures from equip., or written sources onto appropriate sections of forms.

Understand the operation of a computer keyboard.

Use common knowledge for safety.

Write brief descriptive accounts of activities or transactions performed.

Sanitation Literacy Skills

03-May-95

Apply information from tables or graphs to locate malfunctions or select actions.

Apply preventative measures prior to task to minimize problems.

Communicate orally to describe and/or solve a problem.

Cross-reference within & across source materials to select information to perform a routine.

Determine the appropriate course of action in a particular situation.

Enter data (create/generate) into the appropriate spaces on a form.

Enter data into the appropriate sections of a computer program

Find information by skimming or scanning text (including lists and tables).

Follow sequenced illustrations as a guide.

Follow very specific step-by-step directions and procedures to perform a sequence of tasks.

Identify components within a schematic.

Identify objects by particular physical characteristics (e.e., size, shape, color).

Locate and use parts of an illustration (e.g., labels, numbers).

Locate the space on a form to enter data.

Locate, compare, create or generate information using a computer program.

Observe and monitor a process using a computer screen.

Read and respond to computer commands.

Read and understand abbreviations, contractions and acronyms.

Sanitation Literacy Skills

03-May-95

Read and understand job-specific words.

Read and understand symbols and codes (e.g., colon, percent sign, w/, etc.).

Read numbers or symbols from time, weight, distance and volume measuring scales.

Read, write, and count single and multiple digit whole numbers to complete a task or subtask.

Recognize cause and effect; predict outcomes.

Select the appropriate course of action by using taste, touch, sight, or hearing.

Understand the operation of a computer keyboard.

Use common knowledge for safety.

B Shipping Literacy Skills

03-May-95

Apply preventative measures prior to task to minimize problems.

Classify or match objects by color, size, or significant marking.

Combine information from multiple sources that contribute to the completion of a task.

Communicate orally to describe and/or solve a problem.

Cross-reference within & across source materials to select information to perform a routine.

Determine if a solution to a mathematical problem is reasonable.

Determine the appropriate course of action in a particular situation.

Determine the presence of a defect or extent of damage.

Distinguish between relevant and irrelevant information in text or visuals.

Enter data (create/generate) into the appropriate spaces on a form.

Find information by skimming or scanning text (including lists and tables).

Follow a procedure when asked.

Follow directions to complete a task that includes reading and identifying information.

Follow very specific step-by-step directions and procedures to perform a sequence of tasks.

Give information or directions clearly.

Identify and use appropriate sections of text and visual material to complete a task.

Identify objects by particular physical characteristics (e.e., size, shape, color).

Interpret codes and symbols.

B Shipping Literacy Skills

03-May-95

Locate and extract information from an intersection of a row-by-column table or chart.

Locate or compare information using a completed form.

Locate the space on a form to enter data.

Read and understand abbreviations, contractions and acronyms.

Read and understand job-specific words.

Read and understand measurements in standard English units or metric units.

Read and understand the main idea of job-specific material.

Read and write months, days and years.

Read, write, and count single and multiple digit whole numbers to complete a task or subtask.

Recognize cause and effect; predict outcomes.

Record essential information in phrases or simple sentence form accurately and precisely.

Select the appropriate course of action by using taste, touch, sight, or hearing.

Spell task-related words and abbreviations correctly.

Synthesize information from more than one source to complete a task.

Transfer #'s, codes, dates, figures from equip., or written sources onto appropriate sections of forms.

Use addition, subtraction, multipl. & div. to solve problems w/ single & multiple digit whole numbers.

Use common knowledge for safety.

Utilize information from tables, charts, or graphs to choose a course of action or solve a problem.

B Shipping Literacy Skills

03-May-95

Write and tell time using a clock.

Operator C Literacy Skills

03-May-95

Apply preventative measures prior to task to minimize problems.

Classify or match objects by color, size, or significant marking.

Combine information from multiple sources that contribute to the completion of a task.

Communicate orally to describe and/or solve a problem.

Cross-reference within & across source materials to select information to perform a routine.

Determine if a solution to a mathematical problem is reasonable.

Determine the appropriate course of action in a particular situation.

Determine the presence of a defect or extent of damage.

Distinguish between relevant and irrelevant information in text or visuals.

Enter data (create/generate) into the appropriate spaces on a form.

Find information by skimming or scanning text (including lists and tables).

Follow a procedure when asked.

Follow directions to complete a task that includes reading and identifying information.

Follow very specific step-by-step directions and procedures to perform a sequence of tasks.

Give information or directions clearly.

Identify and use appropriate sections of text and visual material to complete a task.

Identify objects by particular physical characteristics (e.e., size, shape, color).

Interpret codes and symbols.

Operator C Literacy Skills

03-May-95

Locate and extract information from an intersection of a row-by-column table or chart.

Locate or compare information using a completed form.

Locate the space on a form to enter data.

Read and understand abbreviations, contractions and acronyms.

Read and understand job-specific words.

Read and understand measurements in standard English units or metric units.

Read and understand the main idea of job-specific material.

Read and write months, days and years.

Read, write, and count single and multiple digit whole numbers to complete a task or subtask.

Recognize cause and effect; predict outcomes.

Record essential information in phrases or simple sentence form accurately and precisely.

Select the appropriate course of action by using taste, touch, sight, or hearing.

Spell task-related words and abbreviations correctly.

Synthesize information from more than one source to complete a task.

Transfer #'s, codes, dates, figures from equip., or written sources onto appropriate sections of forms.

Use addition, subtraction, multipl. & div. to solve problems w/ single & multiple digit whole numbers.

Use common knowledge for safety.

Utilize information from tables, charts, or graphs to choose a course of action or solve a problem.

Operator C Literacy Skills

03-May-95

Write and tell time using a clock.

D Set Off/Stock Literacy Skills

03-May-95

Apply information from tables or graphs to locate malfunctions or select actions.

Arrange textual materials in numerical order.

Communicate in writing to describe and/or solve a problem.

Communicate orally to describe and/or solve a problem.

Determine the appropriate course of action in a particular situation.

Follow very specific step-by-step directions and procedures to perform a sequence of tasks.

Hold a license to drive a fork truck.

Identify objects by particular physical characteristics (e.e., size, shape, color).

Interpret codes and symbols.

Locate and extract information from an intersection of a row-by-column table or chart.

Locate the space on a form to enter data.

Read and understand abbreviations, contractions and acronyms.

Read and understand job-specific words.

Read and write numbers or symbols from time, weight, distance and volume measuring scales.

Read, write, and count single and multiple digit whole numbers to complete a task or subtask.

Recognize cause and effect; predict outcomes.

Select the appropriate course of action by using taste, touch, sight, or hearing.

Select the appropriate course of action in an emergency.

D Set Off/Stock Literacy Skills

03-May-95

Transfer #'s, codes, dates, figures from equip., or written sources onto appropriate sections of forms.

Understand verbal information/directions.

Use common knowledge for safety.

Oil Room Literacy Skills

03-May-95

Apply information from tables or graphs to locate malfunctions or select actions.

Apply preventative measures prior to task to minimize problems.

Combine information from multiple sources that contribute to the completion of a task.

Communicate orally to describe and/or solve a problem.

Determine the appropriate course of action in a particular situation.

Determine the presence of a defect or extent of damage.

Enter appropriate information onto a form.

Enter data into the appropriate sections of a computer program

Find information by skimming or scanning text (including lists and tables).

Follow sequenced illustrations as a guide.

Follow very specific step-by-step directions and procedures to perform a sequence of tasks.

Give information or directions clearly.

Identify components within a schematic.

Locate and interpret specific details of a diagram.

Locate and use parts of an illustration (e.g., labels, numbers).

Locate information in a chart at intersections of rows and columns.

Locate or compare information using a completed form.

Locate the space on a form to enter data.

Oil Room Literacy Skills

03-May-95

Observe and monitor a process using a computer screen.

Read and respond to computer commands.

Read and understand abbreviations, contractions and acronyms.

Read and understand common words.

Read and understand job-specific words.

Read and understand symbols and codes (e.g., colon, percent sign, w/, etc.).

Read numbers or symbols from time, weight, distance and volume measuring scales.

Read two or more column charts to obtain information.

Read, write, and compute percents to complete a task or subtask.

Read, write, and count single and multiple digit whole numbers to complete a task or subtask.

Recognize cause and effect; predict outcomes.

Record essential information in phrases or simple sentence form accurately and precisely.

Select the appropriate course of action by using taste, touch, sight, or hearing.

Spell task-related words and abbreviations correctly.

Synthesize information from more than one source to complete a task.

Transfer #'s, codes, dates, figures from equip., or written sources onto appropriate sections of forms.

Transfer or copy exact data from other sources onto appropriate section of a form.

Understand the operation of a computer keyboard.

Oil Room Literacy Skills

03-May-95

Understand verbal information/directions.

Use common knowledge for safety.

Use measuring device to determine object's weight, distance, or volume in std. units or metric units.

Use verbal information.

Milk Room Literacy Skills

03-May-95

Apply information from tables or graphs to locate malfunctions or select actions.

Convert percents to decimals or fractions, and decimals to fractions or percents.

Cross-reference charted material with text.

Distinguish between relevant and irrelevant information in text or visuals.

Enter data into the appropriate sections of a computer program

Follow sequenced illustrations as a guide.

Follow very specific step-by-step directions and procedures to perform a sequence of tasks.

Identify components within a schematic.

Locate and use parts of an illustration (e.g., labels, numbers).

Locate information in a chart at intersections of rows and columns.

Observe and monitor a process using a computer screen.

Read and interpret readings on electronic instrumentation.

Read and respond to computer commands.

Read and understand abbreviations, contractions and acronyms.

Read and understand common words.

Read and understand job-specific words.

Read numbers or symbols from time, weight, distance and volume measuring scales.

Read, write, and compute percents to complete a task or subtask.

Milk Room Literacy Skills

03-May-95

Read, write, and count single and multiple digit whole numbers to complete a task or subtask.

Recognize cause and effect; predict outcomes.

Synthesize information from more than one source to complete a task.

Transfer #'s, codes, dates, figures from equip., or written sources onto appropriate sections of forms.

Understand and compute averages, ranges, or ratios.

Understand the operation of a computer keyboard.

Use addition, subtraction, multipl. & div. to solve problems w/ single & multiple digit whole numbers.

Use common knowledge for safety.

Use measuring device to determine object's weight, distance, or volume in std. units or metric units.

Using a table of contents, index, appendices, glossary, system or subsystem.

Remelt Literacy Skills

03-May-95

Apply preventative measures prior to task to minimize problems.

Classify or match objects by color, size, or significant marking.

Determine the appropriate course of action in a particular situation.

Enter data (create/generate) into the appropriate spaces on a form.

Enter data into the appropriate sections of a computer program

Follow a procedure when asked.

Follow directions to complete a task that includes observing.

Follow directions to complete a task that includes reading and identifying information.

Follow sequenced illustrations as a guide.

Follow very specific step-by-step directions and procedures to perform a sequence of tasks.

Identify and label objects.

Identify details, labels, numbers, parts of an illustration, parts from a key or legend.

Identify objects by particular physical characteristics (e.e., size, shape, color).

Interpret codes and symbols.

Locate and extract information from a two-column table or chart.

Locate and interpret specific details of a diagram.

Remelt Literacy Skills

03-May-95

Locate and use parts of an illustration (e.g., labels, numbers).

Locate the space on a form to enter data.

Locate, compare, create or generate information using a computer program.

Observe and monitor a process using a computer screen.

Read and interpret the markings on a scale.

Read and respond to computer commands.

Read and understand job-specific words.

Read and understand measurements in standard English units or metric units.

Read and write decimals to one or more places to complete a task or subtask.

Read and write months, days and years.

Read two or more column charts to obtain information.

Read, write, and compute percents to complete a task or subtask.

Read, write, and count single and multiple digit whole numbers to complete a task or subtask.

Recognize cause and effect; predict outcomes.

Select the appropriate course of action by using taste, touch, sight, or hearing.

Spell task-related words and abbreviations correctly.

Remelt Literacy Skills

03-May-95

Synthesize information from more than one source to complete a task.

Transfer #'s, codes, dates, figures from equip., or written sources onto appropriate sections of forms.

Understand the operation of a computer keyboard.

Understand verbal information/directions.

Use common knowledge for safety.

Use measuring device to determine object's weight, distance, or volume in std. units or metric units.

Utilize information from an illustration.

Write and tell time using a clock.

Write brief descriptive accounts of activities or transactions performed.

Maintenance Literacy Skills

03-May-95

Apply preventative measures prior to task to minimize problems.

Classify or match objects by color, size, or significant marking.

Combine information from multiple sources that contribute to the completion of a task.

Communicate orally to describe and/or solve a problem.

Cross-reference within & across source materials to select information to perform a routine.

Determine if a solution to a mathematical problem is reasonable.

Determine the appropriate course of action in a particular situation.

Determine the presence of a defect or extent of damage.

Distinguish between relevant and irrelevant information in text or visuals.

Enter data (create/generate) into the appropriate spaces on a form.

Find information by skimming or scanning text (including lists and tables).

Follow a procedure when asked.

Follow directions to complete a task that includes reading and identifying information.

Follow very specific step-by-step directions and procedures to perform a sequence of tasks.

Give information or directions clearly.

Identify and use appropriate sections of text and visual material to complete a task.

Identify objects by particular physical characteristics (e.e., size, shape, color).

Interpret codes and symbols.

Maintenance Literacy Skills

03-May-95

Locate and extract information from an intersection of a row-by-column table or chart.

Locate or compare information using a completed form.

Locate the space on a form to enter data.

Read and understand abbreviations, contractions and acronyms.

Read and understand job-specific words.

Read and understand measurements in standard English units or metric units.

Read and understand the main idea of job-specific material.

Read and write months, days and years.

Read, write, and count single and multiple digit whole numbers to complete a task or subtask.

Recognize cause and effect; predict outcomes.

Record essential information in phrases or simple sentence form accurately and precisely.

Select the appropriate course of action by using taste, touch, sight, or hearing.

Spell task-related words and abbreviations correctly.

Synthesize information from more than one source to complete a task.

Transfer #'s, codes, dates, figures from equip., or written sources onto appropriate sections of forms.

Use addition, subtraction, multipl. & div. to solve problems w/ single & multiple digit whole numbers.

Use common knowledge for safety.

Utilize information from tables, charts, or graphs to choose a course of action or solve a problem.

Maintenance Literacy Skills

03-May-95

Write and tell time using a clock.

Stationary Engineer Literacy Skills

03-May-95

Apply information from tables or graphs to locate malfunctions or select actions.

Communicate orally to describe and/or solve a problem.

Determine the appropriate course of action in a particular situation.

Determine the presence of a defect or extent of damage.

Enter data into the appropriate sections of a computer program

Follow directions to complete a task that includes observing.

Follow directions to complete a task that includes reading and identifying information.

Follow very specific step-by-step directions and procedures to perform a sequence of tasks.

Identify and use appropriate sections of text and visual material to complete a task.

Identify components within a schematic.

Identify objects by particular physical characteristics (e.e., size, shape, color).

Interpret codes and symbols.

Locate and extract information from an intersection of a row-by-column table or chart.

Locate and interpret specific details of a diagram.

Locate or compare information using a completed form.

Locate, compare, create or generate information using a computer program.

Read and interpret readings on electronic instrumentation.

Read and interpret the markings on a scale.

Stationary Engineer Literacy Skills

03-May-95

Read and understand abbreviations, contractions and acronyms.

Read and understand job-specific words.

Read and write numbers or symbols from time, weight, distance and volume measuring scales.

Read, write, and compute percents to complete a task or subtask.

Read, write, and count single and multiple digit whole numbers to complete a task or subtask.

Recognize cause and effect; predict outcomes.

Select the appropriate course of action by using taste, touch, sight, or hearing.

Select the appropriate course of action in an emergency.

Synthesize information from more than one source to complete a task.

Transfer or copy exact data from other sources onto appropriate section of a form.

Understand and compute averages, ranges, or ratios.

Understand the operation of a computer keyboard.

Use a measuring device to determine an objects chemical composition.

Use common knowledge for safety.

Use measuring device to determine object's weight, distance, or volume in std. units or metric units.

Write key technical words accurately on forms.

Palletizer Literacy Skills

03-May-95

Apply preventative measures prior to task to minimize problems.

Classify or match objects by color, size, or significant marking.

Combine information from multiple sources that contribute to the completion of a task.

Communicate orally to describe and/or solve a problem.

Cross-reference within & across source materials to select information to perform a routine.

Determine if a solution to a mathematical problem is reasonable.

Determine the appropriate course of action in a particular situation.

Determine the presence of a defect or extent of damage.

Distinguish between relevant and irrelevant information in text or visuals.

Enter data (create/generate) into the appropriate spaces on a form.

Find information by skimming or scanning text (including lists and tables).

Follow a procedure when asked.

Follow directions to complete a task that includes reading and identifying information.

Follow very specific step-by-step directions and procedures to perform a sequence of tasks.

Give information or directions clearly.

Identify and use appropriate sections of text and visual material to complete a task.

Identify objects by particular physical characteristics (e.e., size, shape, color).

Interpret codes and symbols.

Palletizer Literacy Skills

03-May-95

Locate and extract information from an intersection of a row-by-column table or chart.

Locate or compare information using a completed form.

Locate the space on a form to enter data.

Read and understand abbreviations, contractions and acronyms.

Read and understand job-specific words.

Read and understand measurements in standard English units or metric units.

Read and understand the main idea of job-specific material.

Read and write months, days and years.

Read, write, and count single and multiple digit whole numbers to complete a task or subtask.

Recognize cause and effect; predict outcomes.

Record essential information in phrases or simple sentence form accurately and precisely.

Select the appropriate course of action by using taste, touch, sight, or hearing.

Spell task-related words and abbreviations correctly.

Synthesize information from more than one source to complete a task.

Transfer #'s, codes, dates, figures from equip., or written sources onto appropriate sections of forms.

Use addition, subtraction, multipl. & div. to solve problems w/ single & multiple digit whole numbers.

Use common knowledge for safety.

Utilize information from tables, charts, or graphs to choose a course of action or solve a problem.

Palletizer Literacy Skills

03-May-95

Write and tell time using a clock.

QC Lab Tester Literacy Skills

03-May-95

Add, subtract, multiply and divide decimals to one and more places to solve a problem.

Apply information from tables or graphs to locate malfunctions or select actions.

Classify or match objects by color, size, or significant marking.

Combine information from multiple sources that contribute to the completion of a task.

Communicate orally to describe and/or solve a problem.

Convert fractions to decimals or mixed numbers to complete a task.

Determine if a solution to a mathematical problem is reasonable.

Determine the appropriate course of action in a particular situation.

Determine the presence of a defect or extent of damage.

Enter data (create/generate) into the appropriate spaces on a form.

Find appropriate section of reference source (sentence, paragraph, etc.) to answer a specific question.

Find information by skimming or scanning text (including lists and tables).

Follow a procedure when asked.

Follow directions to complete a task that includes reading and identifying information.

Follow very specific step-by-step directions and procedures to perform a sequence of tasks.

Identify and use appropriate sections of text and visual material to complete a task.

Interpret codes and symbols.

Locate information in a chart at intersections of rows and columns.

QC Lab Tester Literacy Skills

03-May-95

Locate or compare information using a completed form.

Locate the space on a form to enter data.

Make inferences from text.

Observe and monitor a process using a computer screen.

Plot a point on a chart/graph.

Read and interpret readings on test equipment.

Read and interpret the markings on a scale.

Read and respond to computer commands.

Read and understand abbreviations, contractions and acronyms.

Read and understand job-specific words.

Read and understand measurements in standard English units or metric units.

Read and write common fractions to complete a task or subtask.

Read and write decimals to one or more places to complete a task or subtask.

Read and write months, days and years.

Read two or more column charts to obtain information.

Read, write, and compute percents to complete a task or subtask.

Read, write, and count single and multiple digit whole numbers to complete a task or subtask.

Round off decimals to one or more places to complete a task or subtask.

QC Lab Tester Literacy Skills

03-May-95

Select the appropriate course of action by using taste, touch, sight, or hearing.

Solve problems by selecting and using correct order of operations.

Spell task-related words and abbreviations correctly.

Synthesize information from more than one source to complete a task.

Transfer data from a source (forms, guages, scales, etc.) into a computer program.

Transfer or copy exact data from other sources onto appropriate section of a form.

Understand and compute averages, ranges, or ratios.

Understand and use signed (positive and negative) numbers.

Understand and use technical terms.

Understand the operation of a computer keyboard.

Understand verbal information/directions.

Use a calculator to perform basic arithmetic operations to solve problems.

Use a measuring device to determine an objects chemical composition.

Use addition, subtraction, multipl. & div. to solve problems w/ single & multiple digit whole numbers.

Use common knowledge for safety.

Use measuring device to determine object's weight, distance, or volume in std. units or metric units.

Write and tell time using a clock.

Write brief descriptive accounts of activities or transactions performed.

Literacy Skills

10-Jul-95

Literacy Category	Literacy Code Name	Literacy Skill Text
Attitude		
	ADAPT	Make adjustments in work habits and maintain a positive attitude.
	BEHAVE	Demonstrate behavior that is reliable, trustworthy, and professional.
	DEPEND	Work in accordance with established standards without supervision.
	INITI	Initiate actions.
	RESP	Seek increased responsibility.
Communication		
	AQUEST	Ask both open-ended and closed-ended questions.
	ASK	Follow a procedure when asked.
	BODYLAN	Use appropriate body language.
	CHECK	Check for understanding and reaction.
	CONTEXT	Use words in context.
	DEMO	Explain and demonstrate steps of a process.
	DIR	Give information or directions clearly.
	EMPHASIS	Use appropriate emphasis/pauses.
	EXPLAIN	Explain cause/effect relationship.
	FDOR	Communicate orally to describe and/or solve a problem.
	FEED	Give constructive feedback.
	FOCUS	Focus on topic/problem.
	FTF	Speak face-to-face using good eye contact.
	GIVE	Give information/directions clearly.
	LISTEN	Listen attentively in face to face conversations.
	PARAPH	Paraphrase.
	PERSU	Use persuasive speech.

Literacy Cate	Literacy Code Name	Literacy Skill Text
	PRINC	Explain principles/theory.
	PROCED	Describe a procedure for someone to follow.
	QUEST	Listen to questions.
	RESPOND	Respond to appropriate body language.
	SPEAK	Speak clearly.
	SUM	Summarize.
	TECHTERM	Use technical terms/vocabulary.
	TELEPH	Use telephone.
	UNDER	Speak with understanding.
	VDIR	Understand verbal information/directions.
	VERBAL	Use verbal information.
Computers		
	CCOM	Read and respond to computer commands.
	CED	Enter data into the appropriate sections of a computer program
	CINFO	Locate, compare, create or generate information using a computer program.
	CKEYBD	Understand the operation of a computer keyboard.
	CMON	Observe and monitor a process using a computer screen.
	CTRANS	Transfer data from a source (forms, guages, scales, etc.) into a computer program.
Interpersonal		
	MOD	Modify one's behaviorial style to prevent or resolve conflicts.
	RESULTS	Recognize and communicate good results.
	SUPPORT	Encourage and support others.
	VIEW	Perceive and understand other's feelings, needs, values and opinions.
Math		
	ASMDEC	Add, subtract, multiply and divide decimals to one and more places to solve a problem.
	ASMDWN	Use addition, subtraction, multipl. & div. to solve problems w/ single & multiple digit whole numbers.

Literacy Cate	Literacy Code Name	Literacy Skill Text
CALCU		Use a calculator to perform basic arithmetic operations to solve problems.
CENT		Carry out arithmetic computations involving dollars and cents.
CHEM		Use a measuring device to determine an objects chemical composition.
CONVERT		Perform basic metric conversion involving weight, distance, volume.
EST		Determine if a solution to a mathematical problem is reasonable.
FRAC		Add, subtract, multiply and divide fractions to complete a task or subtask.
FRACDEC		Convert fractions to decimals or mixed numbers to complete a task.
GRAMS		Read and understand measurements in standard English units or metric units.
GSCALE		Read and interpret the markings on a scale.
MEAS		Read and write numbers or symbols from time, weight, distance and volume measuring scales.
MEASURE		Read numbers or symbols from time, weight, distance and volume measuring scales.
MMEAS		Use measuring device to determine object's weight, distance, or volume in std. units or metric units.
NCRW		Read or write a numeral number (digits, integers, decimals, etc.).
NUMORD		Arrange textual materials in numerical order.
OAM2		Solve problems involving units of measurement that combine more than 1 operation (addit. & multipl. of lbs.).
OASC		Read and understand information from scales to solve math problems.
ORDER		Solve problems by selecting and using correct order of operations.
PERCDEC		Convert percents to decimals or fractions, and decimals to fractions or percents.
PERCENT		Read, write, and compute percents to complete a task or subtask.
PLOT		Plot a point on a chart/graph.
RATIO		Understand and compute averages, ranges, or ratios.
ROUNDEC		Round off decimals to one or more places to complete a task or subtask.
ROUNDWN		Round off single and multiple digit numbers to complete a task or subtask.
RWCOUNT		Read, write, and count single and multiple digit whole numbers to complete a task or subtask.
RWDEC		Read and write decimals to one or more places to complete a task or subtask.

Literacy Cate	Literacy Code Name	Literacy Skill Text
	SIGN	Understand and use signed (positive and negative) numbers.
	TIME	Write and tell time using a clock.
	WRFRAC	Read and write common fractions to complete a task or subtask.
Problem Solving		
	CLASS	Classify or match objects by color, size, or significant marking.
	DEFECT	Determine the presence of a defect or extent of damage.
	DRAW	Draw conclusions.
	EMERG	Select the appropriate course of action in an emergency.
	FDDA	Determine the appropriate course of action in a particular situation.
	FDO	Follow directions to complete a task that includes observing.
	FDSP	Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
	FORK	Hold a license to drive a fork truck.
	GOALS	Set and achieve goals in a timely manner.
	IDENT	Identify when additional information is needed.
	MIDEA	Identify main idea.
	PM	Apply preventative measures prior to task to minimize problems.
	PREDICT	Predict outcomes.
	PRIOR	Set priorities.
	PROB	Use problem-solving steps, tools and techniques.
	RECOG	Recognize cause and effect; predict outcomes.
	RESC	Identify procedures and resources for getting work done.
	RID	Identify and label objects.
	RPHYS	Identify objects by particular physical characteristics (e.e., size, shape, color).
	RTASTE	Select the appropriate course of action by using taste, touch, sight, or hearing.
	SAFE	Use common knowledge for safety.
	SIMDIFF	Identify similarities and differences in objects.

Literacy Cate	Literacy Code Name	Literacy Skill Text
Reading		
	CHAPP	Apply information from tables or graphs to locate malfunctions or select actions.
	CHCROSS	Cross-reference charted material with text.
	CHLOC	Locate information in a chart at intersections of rows and columns.
	CHREAD	Read two or more column charts to obtain information.
	CODE	Interpret codes and symbols.
	COMB	Combine information from multiple sources that contribute to the completion of a task.
	CROSS	Cross-reference within & across source materials to select information to perform a routine.
	DATE	Read and write months, days and years.
	DETAIL	Identify details, labels, numbers, parts of an illustration, parts from a key or legend.
	FCOM	Locate or compare information using a completed form.
	FDILL	Follow sequenced illustrations as a guide.
	FDMI	Read and understand the main idea of job-specific material.
	FDRI	Follow directions to complete a task that includes reading and identifying information.
	FDS	Synthesize information from more than one source to complete a task.
	FDTV	Identify and use appropriate sections of text and visual material to complete a task.
	GELEC	Read and interpret readings on electronic instrumentation.
	ID	Identify components within a schematic.
	IDIAG	Locate and interpret specific details of a diagram.
	IFD	Follow directions using a single illustration or a sequence of illustrations.
	ILOC	Locate and use parts of an illustration (e.g., labels, numbers).
	INFER	Determine meaning of figurative, idiomatic, or technical usage of terms using context clues as ref.
	INFTEXT	Make inferences from text.
	IRR	Distinguish between relevant and irrelevant information in text or visuals.
	RSFIND	Find appropriate section of reference source (sentence, paragraph, etc.) to answer a specific question.
	RSMAIN	Determine the main idea of a paragraph or several paragraphs.

Literacy Cate	Literacy Code Name	Literacy Skill Text
	RSREF	Determine the main idea of reference material.
	RSSKIM	Find information by skimming or scanning text (including lists and tables).
	RSSYNTH	Synthesize/summarize info from more than 1 section of reference source to answer a specific question.
	SEL	Select parts of text or visual materials to complete a task.
	SERIES	Organize information from multiple sources into a series.
	TCG2COL	Locate and extract information from a two-column table or chart.
	TCGACT	Utilize information from tables, charts, or graphs to choose a course of action or solve a problem.
	TCGROW	Locate and extract information from an intersection of a row-by-column table or chart.
	TCON	Using a table of contents, index, appendices, glossary, system or subsystem.
	TERM	Understand and use technical terms.
	TESTEQ	Read and interpret readings on test equipment.
	UTIL	Utilize information from an illustration.
	VABBREV	Read and understand abbreviations, contractions and acronyms.
	VCOMM	Read and understand common words.
	VCONTEXT	Determine a word's meaning from the context of a sentence or paragraph.
	VJOB	Read and understand job-specific words.
	VSYM	Read and understand symbols and codes (e.g., colon, percent sign, w/, etc.).
Writing		
	BRIEF	Write brief descriptive accounts of activities or transactions performed.
	FACT	Write a description of an activity or transaction in the appropriate section of a form.
	FDW	Communicate in writing to describe and/or solve a problem.
	FED	Enter data (create/generate) into the appropriate spaces on a form.
	FLOC	Locate the space on a form to enter data.
	FORM	Enter appropriate information onto a form.
	FTD	Transfer or copy exact data from other sources onto appropriate section of a form.
	OK	Initial the appropriate OK blank on the Pre-Operational Report.

Literacy Cate	Literacy Code Name	Literacy Skill Text
RECORD		Record essential information in phrases or simple sentence form accurately and precisely.
SENTCS		Record essential information that involves more than one sentence.
SPELL		Spell task-related words and abbreviations correctly.
TECH		Write key technical words accurately on forms.
TRANS		Transfer #'s, codes, dates, figures from equip., or written sources onto appropriate sections of forms.

Votator Literacy Task Analysis

I. Perform the operations for pre-production start-up.

A. Prepare for production at the beginning of the shift.

1. Check the manning board for the line assignment.	1.1 Read or write a numeral number (digits, integers, decimals, etc.). 1.2 Read and understand symbols and codes (e.g., colon, percent sign, w/, etc.). 1.3 Read two- or more column charts to obtain information. 1.4 Apply information from tables or graphs to locate malfunctions or select actions. 1.5 Read and understand job-specific words (manning board).
2. Gather forms (process log, pre-operational report, etc.) for the assigned line.	2.1 Find information by skimming or scanning text (including lists and tables). 2.2 Apply information from tables or graphs to locate malfunctions or select actions. 2.3 Read and understand symbols and codes (e.g., colon, percent sign, w/, etc.). 2.4 Read and understand job-specific words (process log, pre-operational report).
3. Look up appropriate code date on Production Schedule (example of Code Date: |APR 6 94| |GN 1| |15|).	3.1 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 3.2 Read two- or more column charts to obtain information. 3.3 Read and understand symbols and codes (e.g., colon, percent sign, w/, etc.).
4. Record production schedule information (code date, name, today's date, shift number) in the appropriate blanks on the Pre-Operational Report.	4.1 Locate the space on a form to enter data. 4.2 Enter data (create/generate) into the appropriate spaces on a form. 4.3 Transfer numbers, codes, dates, figures from equipment or written sources onto appropriate sections of forms. 4.4 Read and understand symbols and codes (e.g., colon, percent sign, w/, etc.).

5. **Record production schedule information (today's date, product code [SKU, or Stock Keeping Unit, also called the recipe], name) in the appropriate blanks on the Process Log.**	**5.1 Locate the space on a form to enter data.** **5.2 Enter data (create/generate) into the appropriate spaces on a form.** **5.3 Transfer numbers, codes, dates, figures from equipment or written sources onto appropriate sections of forms.** **5.4 Read and understand symbols and codes (e.g., colon, percent sign, w/, etc.).** **5.5 Read and understand job-specific words (SKU, recipe number).**
B. Perform Pre-operational checks (listed on Pre-Operational Report).	
1. Check inside the emulsion tank to see that it is clean and empty (not on Pre-Operational Report): a. use the emulsion tank device screen on the MMI (Man-Machine Interface) to drain the tank if it is not empty; b. contact sanitation to have the tank cleaned if it is dirty.	1.1 Select the appropriate course of action by using taste, touch, sight, or hearing. 1.2 Communicate orally to describe and/or solve a problem. 1.3 Read and understand abbreviations, contractions and acronyms (MMI). 1.4 Identify objects by particular physical characteristics (e.g., size, shape, color). 1.5 Read and understand job-specific words (emulsion tank, device screens). 1.6 Follow very specific step-by-step directions to perform a sequence of tasks.
2. Check visually that the three hand valves that lead from the Emulsion Tank are configured correctly: a. adjust the valves as necessary; b. initial the appropriate OK blank on the Pre-Operational Report.	2.1 Select the appropriate course of action by using taste, touch, sight, or hearing. 2.2 Locate the space on a form to enter data. 2.3 Enter data (create/generate) into the appropriate spaces on a form. 2.4 Identify objects by particular physical characteristics (e.g., size, shape, color). 2.5 Read and understand job-specific words (stuffing pump, hot water, and tank hand valves). 2.6 Locate or compare information using a completed form. 2.7 Follow very specific step-by-step directions to perform a sequence of tasks.

3. Check that the Remelt line is hooked up correctly.
   a. ask the Remelt operator which of the two Remelt lines should be hooked up to the production line;
   b. connect the swing piece to the appropriate line;
   c. initial the appropriate OK blank on the Pre-Operational Report.

DANGER: when Remelt header is in use, it is highly pressurized. Serious injury may result from high pressure flow. It is **critical** that the operator check with Remelt operator before connecting swing piece.

3.1 Use common knowledge for safety.
3.2 Locate the space on a form to enter data.
3.3 Enter data (create/generate) into the appropriate spaces on a form.
3.4 Communicate orally to describe and/or solve a problem.
3.5 Select the appropriate course of action by using taste, touch, sight, or hearing.
3.6 Identify objects by particular physical characteristics (e.g., size, shape, color).
3.7 Read and understand job-specific words (Remelt, swing piece).
3.8 Locate or compare information using a completed form.
3.9 Follow very specific step-by-step directions to perform a sequence of tasks.

4. Check with the Milk Room operator to ensure that the correct milk is being sent to the production line (not on Pre-Operational Report).

4.1 Locate the space on a form to enter data.
4.2 Read and understand symbols and codes (e.g., colon, percent sign, w/, etc.).
4.3 Communicate orally to describe and/or solve a problem.
4.4 Read, write and count single and multiple digit whole numbers to complete a task or subtask.

5. Check that the Steam, Ammonia, and Hot Water valves are turned on and working:
   a. adjust the valves as necessary;
   b. initial the appropriate OK blank on the Pre-Operational Report.

5.1 Select the appropriate course of action by using taste, touch, sight, or hearing.
5.2 Identify objects by particular physical characteristics (e.g., size, shape, color).
5.3 Locate the space on a form to enter data.
5.4 Enter data (create/generate) into the appropriate spaces on a form.
5.5 Locate or compare information using a completed form.
5.6 Follow very specific step-by-step directions to perform a sequence of tasks.

6. Check that the Blender valve and the two Benhil bypass valves are configured correctly: a. adjust the valves as necessary; b. initial the appropriate OK blank on the Pre-Operational Report.	6.1 Identify objects by particular physical characteristics (e.g., size, shape, color). 6.2 Select the appropriate course of action by using taste, touch, sight, or hearing. 6.3 Locate the space on a form to enter data. 6.4 Enter data (create/generate) into the appropriate spaces on a form. 6.5 Read and understand job-specific words (blender valve, Benhil bypass valve). 6.6 Locate or compare information using a completed form. 6.7 Follow very specific step-by-step directions to perform a sequence of tasks. 6.8 Identify components within a schematic. 6.9 Locate and use parts of an illustration (e.g., labels, numbers). 6.10 Follow sequenced illustrations as a guide.
7. Check that the Benhil and casepacker glue pots are turned on and heating: a. reload the glue pots with glue if empty; b. initial the appropriate OK blank on the Pre-Operational Report.	7.1 Identify objects by particular physical characteristics (e.g., size, shape, color). 7.2 Select the appropriate course of action by using taste, touch, sight, or hearing. 7.3 Locate the space on a form to enter data. 7.4 Enter data (create/generate) into the appropriate spaces on a form. 7.5 Read and understand job-specific words (Benhil, casepacker glue pots). 7.6 Locate or compare information using a completed form. 7.7 Follow very specific step-by-step directions to perform a sequence of tasks.

8. Check that the SanLoc is connected and heating properly:
   a. connect the SanLoc swing piece to the tank inlet as necessary;
   b. initial the appropriate OK blank on the Pre-Operational Report.

8.1 Identify objects by particular physical characteristics (e.g., size, shape, color).
8.2 Select the appropriate course of action by using taste, touch, sight, or hearing.
8.3 Locate the space on a form to enter data.
8.4 Enter data (create/generate) into the appropriate spaces on a form.
8.5 Read and understand job-specific words (SanLoc, SanLoc swing piece, tank inlet).
8.6 Locate or compare information using a completed form.
8.7 Follow very specific step-by-step directions to perform a sequence of tasks.

9. Use the Recipe Selection screen on the MMI to select the recipe:
   a. enter in the SKU number;
   b. initial the appropriate OK blank on the Pre-Operational Report.

9.1 Identify objects by particular physical characteristics (e.g., size, shape, color).
9.2 Select the appropriate course of action by using taste, touch, sight, or hearing.
9.3 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
9.4 Read and respond to computer commands.
9.5 Understand the operation of a computer keyboard.
9.6 Locate, compare, create or generate information using a computer program.
9.7 Read and understand job-specific words (Recipe Selection screen).
9.8 Locate the space on a form to enter data.
9.9 Enter data (create/generate) into the appropriate spaces on a form.
9.10 Locate or compare information using a completed form.
9.11 Follow very specific step-by-step directions to perform a sequence of tasks.

10. Use the Recipe Setpoint screen on the MMI to change the parameters of the recipe:
    a. for each parameter, enter in the new setpoint value and press the function key to download the recipe;
    b. initial the appropriate OK blank on the Pre-Operational Report.

10.1 Identify objects by particular physical characteristics (e.g., size, shape, color).
10.2 Select the appropriate course of action by using taste, touch, sight, or hearing.
10.3 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
10.4 Locate, compare, create or generate information using a computer program.
10.5 Read and respond to computer commands.
10.6 Understand the operation of a computer keyboard.
10.7 Enter data into the appropriate sections of a computer program.
10.8 Locate the space on a form to enter data.
10.9 Enter data (create/generate) into the appropriate spaces on a form.
10.10 Read and understand job-specific words (Recipe Setpoint screen).
10.11 Locate or compare information using a completed form.
10.12 Follow very specific step-by-step directions to perform a sequence of tasks.

11. Using the Auto/Manual screen on the MMI, check for any equipment that is in manual mode and put the equipment back into auto:
    a. the Auto/Manual screen lists devices that are in manual mode;
    b. using the device screens, place these devices back into auto mode.
    c. initial the appropriate OK blank on the Pre-Operational Report.

11.1 Locate, compare, create or generate information using a computer program.
11.2 Read and respond to computer commands.
11.3 Understand the operation of a computer keyboard.
11.4 Read and understand symbols and codes (e.g., colon, percent sign, w/, etc.).
11.5 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
11.6 Locate the space on a form to enter data.
11.7 Enter data (create/generate) into the appropriate spaces on a form.
11.8 Read and understand job-specific words (Auto/Manual Screen, auto mode, manual mode).
11.9 Locate or compare information using a completed form.
11.10 Follow very specific step-by-step directions to perform a sequence of tasks.

12. Using the Alarm Summary screen on the MMI, check for any equipment that has alarms (faults, i.e., not working):
    a. the Alarm Summary screen lists devices that are "faulted out" in flashing red;
    b. acknowledge the alarms on the Alarm Summary screen;
    c. using the device screens, press the reset function key to prepare the equipment for restarting;
    d. initial the appropriate OK blank on the Pre-Operational Report.

12.1 Locate, compare, create or generate information using a computer program.
12.2 Read and respond to computer commands.
12.3 Understand the operation of a computer keyboard.
12.4 Read and understand symbols and codes (e.g., colon, percent sign, w/, etc.).
12.5 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
12.6 Locate the space on a form to enter data.
12.7 Enter data (create/generate) into the appropriate spaces on a form.
12.8 Read and understand job-specific words (Alarm Summary Screen, faults).
12.9 Locate or compare information using a completed form.
12.10 Follow very specific step-by-step directions to perform a sequence of tasks.

13. Using the Control Screen on the MMI, check that the ammonia system is ready to start:
    a. if the ammonia system is not ready to start, check for faulted equipment by following task #12;
    b. initial the appropriate OK blank on the Pre-Operational Report.

13.1 Locate, compare, create or generate information using a computer program.
13.2 Read and respond to computer commands.
13.3 Understand the operation of a computer keyboard.
13.4 Locate the space on a form to enter data.
13.5 Enter data (create/generate) into the appropriate spaces on a form.
13.6 Read and understand job-specific words (Control Screen).
13.7 Locate or compare information using a completed form.
13.8 Follow very specific step-by-step directions to perform a sequence of tasks.

14. Using the Control Screen on the MMI, check that the Milk Type and Current Recipe are compatible: **a. if the milk type and current recipe are not compatible, re-enter the recipe number at the Recipe Selection screen (task #9);** **b. verify that the Milk Room has sent the correct recipe;** **c. initial the appropriate OK blank on the Pre-Operational Report.**	**14.1 Locate, compare, create or generate information using a computer program.** **14.2 Understand the operation of a computer keyboard.** **14.3 Read and respond to computer commands.** **14.4 Enter data into the appropriate sections of a computer program.** **14.5 Read, write and count single and multiple digit whole numbers to complete a task or subtask.** **14.6 Communicate orally to describe and/or solve a problem.** **14.7 Locate the space on a form to enter data.** **14.8 Enter data (create/generate) into the appropriate spaces on a form.** **14.9 Read and understand job-specific words (milk type).** **14.10 Locate or compare information using a completed form.** **14.11 Follow very specific step-by-step directions to perform a sequence of tasks.**
15. Verify that the correct oil is being sent to the production line: a. contact the Oil Room operator to verify that the correct recipe name and SKU have been sent to the line; b. initial the appropriate OK blank on the Pre-Operational Report.	15.1 Communicate orally to describe and/or solve a problem. 15.2 Locate the space on a form to enter data. 15.3 Enter data (create/generate) into the appropriate spaces on a form. 15.4 Locate or compare information using a completed form.
16. If any of the Pre-Operational checks described above is not OK, solve the problem: a. check the equipment again; b. notice at what point the problem occurred; c. contact Maintenance and explain the problem; d. initial the Not OK blank on the Pre-Operational Report form; e. write a brief description of the problem on the appropriate line of the Remarks section.	16.1 Select the appropriate course of action by using taste, touch, sight, or hearing. 16.2 Apply preventative measures prior to task to minimize problems. 16.3 Communicate orally to describe and/or solve a problem. 16.4 Locate the space on a form to enter data. 16.5 Write brief descriptive accounts of activities or transactions performed. 16.6 Follow very specific step-by-step directions to perform a sequence of tasks.

II. Run the Production Line.

A. Run the production start-up sequence.

1. Using the Control Screen, check that the line is ready for production.	1.1 Enter data into the appropriate sections of a computer program. 1.2 Locate, compare, create or generate information using a computer program. 1.3 Read and respond to computer commands. 1.4 Understand the operation of a computer keyboard.
2. Press the start function key to begin the start-up sequence.	2.1 Read and respond to computer commands. 2.2 Understand the operation of a computer keyboard. 2.3 Read and understand job-specific words (Overview Screen).
3. Monitor the procedures the MMI carries out during the production start-up sequence: a. read the line operator's manual to learn what steps the MMI carries out during production start-up; b. use the Overview Screen to monitor the start-up sequence.	3.1 Observe and monitor a process using a computer screen. 3.2 Read and understand the main idea of a job-specific material. 3.3 Read and respond to computer commands. 3.4 Understand the operation of a computer keyboard.

B. Perform the "After Start-Up" checks listed on the Pre-Operational Report.

1. Check that the Emulsion Tank agitator is not rubbing and level matches that shown on the Emulsion Tank screen.	1.1 Select the appropriate course of action by using taste, touch, sight, or hearing. 1.2 Observe and monitor a process using a computer screen. 1.3 Locate or compare information using a completed form.
2. Check that the Stuffing Pump is running and not leaking.	2.1 Select the appropriate course of action by using taste, touch, sight, or hearing. 2.2 Locate or compare information using a completed form.
3. Check that the Triplex Pump is running and not leaking.	3.1 Select the appropriate course of action by using taste, touch, sight, or hearing. 3.2 Locate or compare information using a completed form.

4. Check that the Votator is running and not leaking.	4.1 Select the appropriate course of action by using taste, touch, sight, or hearing. 4.2 Locate or compare information using a completed form.
5. Check that the Blender is running and not leaking/rubbing.	5.1 Select the appropriate course of action by using taste, touch, sight, or hearing. 5.2 Locate or compare information using a completed form.
6. Check that the SanLoc is running and not leaking/rubbing.	6.1 Select the appropriate course of action by using taste, touch, sight, or hearing. 6.2 Locate or compare information using a completed form.
7. For each piece of equipment listed, initial the appropriate OK blank of the "After Start-Up" section on the Pre-Operational Report.	7.1 Locate the space on a form to enter data. 7.2 Enter data (create/generate) into the appropriate spaces on a form.
8. If any of these devices is not working properly, the MMI will show a fault; solve the problem: a. use the MMI to reset the device; b. check the equipment again; c. notice at what point in the start-up sequence that the problem occurred; d. contact Maintenance and explain the problem; e. initial the Not OK blank on the Pre-Operational Report form; f. write a brief description of the problem on the appropriate line of the Remarks section.	8.1 Read and respond to computer commands. 8.2 Understand the operation of a computer keyboard. 8.3 Enter data into the appropriate sections of a computer program. 8.4 Recognizing cause and effect; predicting outcomes. 8.5 Communicate orally to describe and/or solve a problem. 8.6 Locate the space on a form to enter data. 8.7 Enter data (create/generate) into the appropriate spaces on a form. 8.8 Write brief descriptive accounts of activities or transactions performed. 8.9 Follow very specific step-by-step directions to perform a sequence of tasks.

C. Start the Production Line.

1. Load the correct packaging materials (inners, cartons, bottles, shippers, etc.) for the production line.	1.1 Identify objects by particular physical characteristics (e.g., size, shape, color). 1.2 Read and understand job-specific words (inners, cartons, shippers, etc.).

2. Verify that the code date on cartons and shippers matches today's code date.	**2.1 Classify or match objects by color, size, or significant marking.** **2.2 Read and understand symbols and codes (e.g., colon, percent sign, w/, etc.).**
3. When prompted by the MMI, take a sample of the emulsion to the lab for the Quality Control (QC) check.	3.1 Read and respond to computer commands. 3.2 Communicate orally to describe and/or solve a problem. 3.3 Read and understand job-specific words (emulsion).
4. If the QC sample is OK: a. press the "QC OK" function key on the MMI; b. initial the appropriate OK blank on the Pre-Operational Report.	4.1 Read and respond to computer commands. 4.2 Understand the operation of a computer keyboard. 4.3 Locate the space on a form to enter data. 4.4 Enter data (create/generate) into the appropriate spaces on a form. 4.5 Follow very specific step-by-step directions to perform a sequence of tasks.
5. If the QC sample is not OK: a. use the MMI to add more ingredients to the emulsion according to the directions received from the lab; b. press the "QC OK" function key on the MMI.	5.1 Read and respond to computer commands. 5.2 Understand the operation of a computer keyboard. 5.3 Communicate orally to describe and/or solve a problem. 5.4 Follow very specific step-by-step directions to perform a sequence of tasks.
6. Initial the appropriate OK blank of the "B Unit Running" section on the Pre-Operational Report.	6.1 Locate the space on a form to enter data. 6.2 Enter data (create/generate) into the appropriate spaces on a form.

7. When prompted by the MMI, set the Benhil valves to divert product flow to the filler.	**7.1 Read and respond to computer commands.** **7.2 Select the appropriate course of action by using taste, touch, sight, or hearing.** **7.3 Follow very specific step-by-step directions to perform a sequence of tasks.** **7.4 Follow sequenced illustrations as a guide.** **7.5 Identify components within a schematic.** **7.6 Locate and use parts of an illustration (e.g., labels, numbers).**
D. Maintain Normal Operation of the Line.	
1. Operate the cartoner and casepacker.	1.1 Select the appropriate course of action by using taste, touch, sight, or hearing.
2. Keep the packaging equipment (casepacker, cartoner and glue pot) stocked with supplies.	2.2 Select the appropriate course of action by using taste, touch, sight, or hearing. 2.3 Apply preventative measures prior to task to minimize problems.
3. If any of the packaging equipment jams, shut it down, remove the jam and restart the machine.	3.1 Select the appropriate course of action by using taste, touch, sight, or hearing. 3.2 Apply preventative measures prior to task to minimize problems. 3.3 Follow very specific step-by-step directions to perform a sequence of tasks.
4. Check 5 pounds of margarine every 30 minutes: a. inspect for correct wrap, registration, exposed product; b. describe problems and action taken in the Remarks section; c. complete the Stick Quality Evaluation Sheet, writing down any problems in the comments section; d. if the stick quality is bad contact Supervisor and explain the problem.	4.1 Select the appropriate course of action by using taste, touch, sight, or hearing. 4.2 Locate the space on a form to enter data. 4.3 Enter data (create/generate) into the appropriate spaces on a form. 4.4 Write brief descriptive accounts of activities or transactions performed. 4.5 Communicate orally to describe and/or solve a problem. 4.6 Follow very specific step-by-step directions to perform a sequence of tasks.

3. Perform an ammonia refrigeration fast purge (stops refrigeration during shutdowns longer than 30 min. by emptying the accumulators of ammonia):
   a. press the "NH_3 fast purge" function key on the Control Screen of the MMI;
   b. empty product in the filler into the remelt tub.

3.1 Read and respond to computer commands.
3.2 Understand the operation of a computer keyboard.
3.3 Enter data into the appropriate sections of a computer program.
3.4 Select the appropriate course of action by using taste, touch, sight, or hearing.
3.5 Read and understand job-specific words (NH_3 fast purge).
3.6 Read and understand symbols and codes (e.g., colon, percent sign, w/, etc.).
3.7 Follow very specific step-by-step directions to perform a sequence of tasks.

4. Perform an ammonia refrigeration thaw (stops refrigeration more rapidly by purging and then filling the accumulators with hot ammonia gas):
   a. press the "NH_3 thaw" function key on the Control Screen of the MMI;
   b. empty product in the filler into the remelt tub.

4.1 Read and respond to computer commands.
4.2 Understand the operation of a computer keyboard.
4.3 Enter data into the appropriate sections of a computer program.
4.4 Select the appropriate course of action by using taste, touch, sight, or hearing.
4.5 Read and understand job-specific words (NH_3 thaw).
4.6 Read and understand symbols and codes (e.g., colon, percent sign, w/, etc.).
4.7 Follow very specific step-by-step directions to perform a sequence of tasks.

5. Perform an ammonia refrigeration shut down (used when shutting down the line for the day):
   a. press the "NH_3 shutdown" function key on the Control Screen of the MMI;
   b. empty product in the filler into the remelt tub.

5.1 Read and respond to computer commands.
5.2 Understand the operation of a computer keyboard.
5.3 Enter data into the appropriate sections of a computer program.
5.4 Select the appropriate course of action by using taste, touch, sight, or hearing.
5.5 Read and understand job-specific words (NH_3 shutdown).
5.6 Read and understand symbols and codes (e.g., colon, percent sign, w/, etc.).
5.7 Follow very specific step-by-step directions to perform a sequence of tasks.

5. Take readings off the MMI every 30 minutes and record information in the Process Log: a. weigh 5 pounds of margarine, enter how many pounds were in the correct weight range, above or below range, and adjust weight as needed; b. record time, tube temperature, tank temperature; c. briefly describe problems (e.g., down time) the Remarks section.	5.1 Read numbers or symbols from time, weight, distance, temperature and volume measuring scales. 5.2 Use a measuring device to determine an object's weight, distance or volume in standard (English) units or metric units. 5.3 Select the appropriate course of action by using taste, touch, sight, or hearing. 5.4 Locate the space on a form to enter data. 5.5 Enter data (create/generate) into the appropriate spaces on a form. 5.6 Write brief descriptive accounts of activities or transactions performed. 5.7 Follow very specific step-by-step directions to perform a sequence of tasks.

E. Perform Shut Downs.

1. Using the MMI, shut down the production line before refrigeration by pressing the Stop function key.	1.1 Enter data into the appropriate sections of a computer program. 1.2 Read and respond to computer commands. 1.3 Understand the operation of a computer keyboard. 1.4 Follow very specific step-by-step directions to perform a sequence of tasks.
2. Perform a temporary shut down (less than 30 min.) after refrigeration: a. press the "Production Recirculation" function key on the Control Screen of the MMI; b. empty product in the filler into the remelt tub.	2.1 Read and respond to computer commands. 2.2 Understand the operation of a computer keyboard. 2.3 Enter data into the appropriate sections of a computer program. 2.4 Select the appropriate course of action by using taste, touch, sight, or hearing. 2.5 Read and understand job-specific words (Production Recirculation). 2.6 Follow very specific step-by-step directions to perform a sequence of tasks.

Palletizer Operator
Literacy Task Analysis

A. Prepare for Operation (first shift).

1. Do not proceed with preparations for operations until case infeed conveyors are clear.	1.1 Use common knowledge for safety. 1.2 Apply preventative measures prior to task to minimize problems. 1.3 Recognize cause and effect; predict outcomes.
2. Supply air to machine by opening the air supply valve.	2.1 Select the appropriate course of action by using taste, touch, sight, or hearing. 2.2 Recognize cause and effect; predict outcomes.
3. Supply pallet dispenser with pallets.	(SEE B)
4. Using the Production Schedule, select the products to be palletized using the Panel Mate Terminal Controls. Select product stream and product description and serial number.	4.1 Read and understand job-specific words (put in manual mode?). 4.2 Interpret codes and symbols. 4.3 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 4.4 Enter data into the appropriate sections of a computer program. 4.5 Understand the operation of a computer keyboard. 4.6 Observe and monitor a process using a computer screen. 4.7 Read and respond to computer commands. 4.8 Locate, compare, create or generate information using a computer program.
5. Pull out E-Stop switches for the case conveyor, case palletizer, and pallet conveyor. Be sure all personnel are clear of moving parts before starting.	5.1 Use common knowledge for safety.

6.	Start the pallet dispenser: Press the Pallet Conveyor Control Panel ON pushbutton. Place the dispenser in automatic using the Panel Mate Terminal Controls and Display Screen.	6.1	Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
		6.2	Read and understand job-specific words.
		6.3	Read and respond to computer commands.
		6.4	Enter data into the appropriate sections of a computer program.
		6.5	Locate, compare, create or generate information using a computer program.
		6.6	Understand the operation of a computer keyboard.
		6.7	Observe and monitor a process using a computer screen.
7.	Start the case palletizer and shuttle car: All personnel should be clear of moving parts before starting. STOP machine if a dangerous situation occurs. Press the Case Palletizer Control Power ON pushbutton. Place the shuttle car in automatic using the Panel Mate Terminal Controls and Display Screen. Place the case palletizer in automatic by pressing the auto/manual pushbutton.	7.1	Use common knowledge for safety.
		7.2	Apply preventative measures prior to task to minimize problems.
		7.3	Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
		7.4	Determine the appropriate course of action in a particular situation.
		7.5	Read and understand job-specific words.
		7.6	Read and respond to computer commands.
		7.7	Enter data into the appropriate sections of a computer program.
		7.8	Locate, compare, create or generate information using a computer program.
		7.9	Understand the operation of a computer keyboard.
		7.10	Observe and monitor a process using a computer screen.

8.	Start the infeed conveyors. All personnel should be clear of moving parts before starting. STOP machine if a dangerous situation occurs. Press the Case Conveyor Control Power ON pushbutton. Place the case infeed conveyors in automatic using the Panel Mate Terminal Controls and Display Screen.	8.1	Use common knowledge for safety.
		8.2	Apply preventative measures prior to task to minimize problems.
		8.3	Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
		8.4	Determine the appropriate course of action in a particular situation.
		8.5	Read and understand job-specific words.
		8.6	Read and respond to computer commands.
		8.7	Enter data into the appropriate sections of a computer program.
		8.8	Locate, compare, create or generate information using a computer program.
		8.9	Understand the operation of a computer keyboard.
		8.10	Observe and monitor a process using a computer screen.
B.	Supply the Pallet Dispenser to Receive Pallets.		
1.	Prepare the pallet dispenser to receive pallets: Pull out the E-Stop switch, place dispenser in manual mode by pressing the AUTO pushbutton. **(by using the UP/DOWN switch)** Lower the magazine and open the gripper by pressing the Gripper pushbutton.	1.1	Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
2.	Inspect pallets: Pallets with damaged (i.e., short or broken) or missing boards are returned to shipping.	2.1	Apply preventative measures prior to task to minimize problems.
		2.2	Determine the appropriate course of action in a particular situation.
		2.3	Select the appropriate course of action by using taste, touch, sight, or hearing.
		2.4	Determine the presence of a defect or extent of damage.

3. Using the fork truck, place pallets right-side up between dispenser guide posts. Repeat until dispenser is full. DO NOT stack pallets higher than dispenser guide posts. Overstacking the dispenser may result in serious injury from falling pallets. DO NOT supply pallets without bottom boards in place. Pallets without bottom boards prevent normal operation of the machine.

3.1 Determine the presence of a defect or extent of damage.
3.2 Determine the appropriate course of action in a particular situation.
3.3 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
3.4 Apply preventative measures prior to task to minimize problems.
3.5 Recognize cause and effect; predict outcomes.
3.6 Select the appropriate course of action by using taste, touch, sight, or hearing.
3.7 Use common knowledge for safety.

4. Prepare dispenser form normal operation. Press the gripper button to close the grippers. Raise the magazine into position by using the UP/DOWN switch. Place the machine in automatic mode by pressing the AUTO pushbutton.

4.1 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.

C. Clear jams From Unpallet Dispenser.

1. Respond to alarm and flashing light by placing the dispenser in manual by pressing the Auto pushbutton until manual light is illuminated (amber).

1.1 Read and understand job-specific words.
1.2 Classify or match objects by color, size, or significant marking.
1.3 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
1.4 Recognize cause and effect; predict outcomes.
1.5 Identify and use appropriate sections of text and visual material to complete a task.
1.6 Select the appropriate course of action by using taste, touch, sight, or hearing.

2.	**Using the UP/DOWN switch, lower the magazine and open the gripper by pressing the green gripper pushbutton.**	**2.1** **2.2** 2.3 2.4 2.5	**Classify or match objects by color, size, or significant marking.** **Read and understand job-specific words.** Follow very specific step-by-step directions and procedures to perform a sequence of tasks. Recognize cause and effect; predict outcomes. Identify and use appropriate sections of text and visual material to complete a task.
3.	Stop operation of the dispenser by pushing in the red E-Stop switch. DO NOT reach into the machine until the switch is pushed in.	3.1 3.2 3.3 3.4 3.5 3.6	Use common knowledge for safety. Apply preventative measures prior to task to minimize problems. Classify or match objects by color, size, or significant marking. Follow very specific step-by-step directions and procedures to perform a sequence of tasks. Recognize cause and effect; predict outcomes. Identify and use appropriate sections of text and visual material to complete a task.
4.	Clear jammed pallets. Remove damaged pallets and reposition remaining pallets within guide posts.	4.1 4.2 4.3	Select the appropriate course of action by using taste, touch, sight, or hearing. Follow very specific step-by-step directions and procedures to perform a sequence of tasks. Recognize cause and effect; predict outcomes.
5.	Pull out the red E-Stop switch. Close the gripper (pushbutton?) and raise the magazine using the UP/DOWN switch.	5.1 5.2 5.3	Classify or match objects by color, size, or significant marking. Follow very specific step-by-step directions and procedures to perform a sequence of tasks. Recognize cause and effect; predict outcomes.

6. Manually cycle the dispenser to verify normal operation. Press the green destock button which lowers the magazine and opens the grippers. Raise to the next skid, grippers will close and raise to normal.	6.1 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 6.2 Classify or match objects by color, size, or significant marking. 6.3 Read and understand job-specific words. 6.4 Recognize cause and effect; predict outcomes. 6.5 Identify and use appropriate sections of text and visual material to complete a task.
7. If jam reoccurs, repeat Steps 2-7.	
8. Place the dispenser in automatic mode by pressing the green AUTO pushbutton. Manual light is not illuminated.	8.1 Read and understand job-specific words. 8.2 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 8.3 Recognize cause and effect; predict outcomes. 8.4 Classify or match objects by color, size, or significant marking. 8.5 Identify and use appropriate sections of text and visual material to complete a task.
D. Clearing Jams From the Shuttle Car Discharge. 1. Respond to alarm and flashing light by stopping the shuttle car discharge by placing the case palletizer in manual mode and pressing the auto/manual pushbutton. Using the Panel Mate Terminal Control Display Screen 03, select the jammed shuttle car station conveyor.	1.1 Read and understand job-specific words. 1.2 Classify or match objects by color, size, or significant marking. 1.3 Recognize cause and effect; predict outcomes. 1.4 Read and respond to computer commands. 1.5 Enter data into the appropriate sections of a computer program. 1.6 Locate, compare, create or generate information using a computer program. 1.7 Understand the operation of a computer keyboard.

2.	Stop the operation of the palletizer and shuttle car by pushing in the red case palletizer E-Stop switch. Install the safety pins if working under the loading station.	2.1	Use common knowledge for safety.
		2.2	Apply preventative measures prior to task to minimize problems.
		2.3	Read and understand job-specific words.
		2.4	Recognize cause and effect; predict outcomes.
		2.5	Classify or match objects by color, size, or significant marking.
		2.6	Select the appropriate course of action by using taste, touch, sight, or hearing.
		2.7	Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
3.	Clear the jam by hand: Clear any obstruction from the discharge conveyor and reposition the pallet on the conveyor.	3.1	Select the appropriate course of action by using taste, touch, sight, or hearing.
		3.2	Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
		3.3	Apply preventative measures prior to task to minimize problems.
		3.4	Follow directions to complete a task that includes observing.
4.	Pull out the case palletizer E-Stop switch. Remove the two safety pins and perform a fault reset.	4.1	Read and understand job-specific words.
		4.2	Classify or match objects by color, size, or significant marking.
		4.3	Select the appropriate course of action by using taste, touch, sight, or hearing.
		4.4	Follow very specific step-by-step directions and procedures to perform a sequence of tasks.

5.	Discharge the pallet to the warehouse: If the pallet is breaking the discharge safety bypass/manual bypass beam, hold the switch to the right until the pallet has been sent to the warehouse. Press the Case Palletizer Control ON pushbutton. Using the Panel Mate Terminal Display Screen (03) insure the pallet stop is in down position. Press the Auto/Manual pushbutton. If pallet fails to move, press the start or jog key on Panel Mate Screen 03.	5.1	Select the appropriate course of action by using taste, touch, sight, or hearing.
		5.2	Read and understand job-specific words.
		5.3	Classify or match objects by color, size, or significant marking.
		5.4	Recognize cause and effect; predict outcomes.
		5.5	Read and respond to computer commands.
		5.6	Enter data into the appropriate sections of a computer program.
		5.7	Locate, compare, create or generate information using a computer program.
		5.8	Understand the operation of a computer keyboard.
6.	Recover machine (return to operation) using the Panel Mate Terminal Display, screens 00, 02, 03, or 04. Select the palletizer status display cell. Press Recovery function key. Press the Auto/Manual pushbutton to Auto.	6.1	Read and understand job-specific words.
		6.2	Classify or match objects by color, size, or significant marking.
		6.3	Read and respond to computer commands.
		6.4	Enter data into the appropriate sections of a computer program.
		6.5	Locate, compare, create or generate information using a computer program.
		6.6	Understand the operation of a computer keyboard.

E. Manually Load A Layer of Cases.

1.	Place the case palletizer in manual mode by pressing the auto/manual pushbutton.	1.1	Classify or match objects by color, size, or significant marking.
		1.2	Select the appropriate course of action by using taste, touch, sight, or hearing.

2.	**Arrange by hand one row of cases on the row accumulating conveyor according to the corresponding palletizing pattern.** Consult Layer Arrangement Screens (06-13) if necessary.	2.1 **Read, write and count single and multiple digit whole numbers to complete a task or subtask.** 2.2 Read and understand job-specific words. 2.3 Locate and interpret specific details of a diagram. 2.4 Read and respond to computer commands. 2.5 Enter data into the appropriate sections of a computer program. 2.6 Locate, compare, create or generate information using a computer program. 2.7 Understand the operation of a computer keyboard. 2.8 Classify or match objects by color, size, or significant marking. 2.9 Follow directions to complete a task that includes observing. 2.10 Combine information from multiple sources that contribute to the completion of a task. 2.11 Follow directions to complete a task that includes reading and identifying information. 2.12 Synthesize information from more than one source to complete a task. 2.13 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 2.14 Read and understand measurements in standard English units or metric units. 2.15 Read and write decimals to one or more places to complete a task or subtask. 2.16 Select the appropriate course of action by using taste, touch, sight, or hearing. 2.17 Identify similarities and differences in objects. 2.18 Utilize information from an illustration. 2.19 Read and understand symbols and codes (e.g., colon, percent sign, w/, etc.).

3.	Transfer the row to the layer accumulating station: If necessary, use the Panel Mate Terminal Display Screen 02 (cell selection key and function key: DOWN). To lower the row accumulating blade stop, push the row of cases by hand onto the row transfer conveyor. Transfer the row using the Panel Mate Terminal Display Screen 02 (cell selection key and function key: ADVANCE). If row being transferred is not the last, press and hold the RETRACT function key until pusher stops, lower pusher.	3.1	Read and understand job-specific words.
		3.2	Select the appropriate course of action by using taste, touch, sight, or hearing.
		3.3	Read and respond to computer commands.
		3.4	Locate, compare, create or generate information using a computer program.
		3.5	Enter data into the appropriate sections of a computer program.
		3.6	Understand the operation of a computer keyboard.
		3.7	Read and understand job-specific words.
		3.8	Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
		3.9	Recognize cause and effect; predict outcomes.
4.	Repeat Steps 2 and 3 for remaining rows.	4.1	(See Literacy Skills 2 & 3)
5.	Transfer the layer to the carriage using the Panel Mate Terminal Display Screen 02 (cell selection key and function key: ADVANCE). Press and hold the advance function key until the pusher stops. Push again until layer is on the carriage. Press and hold the RETRACT function key until pusher returns to home position. Lower pusher. When product is on the carriage, from screen 03 select the LIFT display cell. Press the manual single cycle function key.	5.1	Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
		5.2	Recognize cause and effect; predict outcomes.
		5.3	Read and understand job-specific words.
		5.4	Read and respond to computer commands.
		5.5	Enter data into the appropriate sections of a computer program.
		5.6	Locate, compare, create or generate information using a computer program.
		5.7	Understand the operation of a computer keyboard.

6.	**Advance the carriage and lower the lift using the Panel Mate Terminal Display Screen 03 and the appropriate cell selection and function keys. Press and hold the ADVANCE function key until carriage stops moving. Press and hold the Lower function key until the lift stops.**	**6.1**	**Read and understand job-specific words.**
		6.2	Enter data into the appropriate sections of a computer program.
		6.3	Understand the operation of a computer keyboard.
		6.4	Recognize cause and effect; predict outcomes.
		6.5	Read and respond to computer commands.
		6.6	Locate, compare, create or generate information using a computer program.
		6.7	Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
7.	Extend the stock stabilizer and lower the layer stripper using the Panel Mate Terminal and appropriate cell selection key and function key.	7.1	Read and understand job-specific words.
		7.2	Read and respond to computer commands.
		7.3	Enter data into the appropriate sections of a computer program.
		7.4	Locate, compare, create or generate information using a computer program.
		7.5	Understand the operation of a computer keyboard.
		7.6	Recognize cause and effect; predict outcomes.
		7.7	Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
8.	Retract the carriage and the stack stabilizer using the Panel Mate Terminal and the appropriate cell selection and function keys. Press and hold the RETRACT function key until carriage stops.	8.1	Read and understand job-specific words.
		8.2	Enter data into the appropriate sections of a computer program.
		8.3	Understand the operation of a computer keyboard.
		8.4	Recognize cause and effect; predict outcomes.
		8.5	Read and respond to computer commands.
		8.6	Locate, compare, create or generate information using a computer program.
		8.7	Follow very specific step-by-step directions and procedures to perform a sequence of tasks.

9.	Raise the layer stripper and lift using the Panel Mate Terminal and the appropriate cell selection and function keys.	9.1	Read and understand job-specific words.
		9.2	Read and respond to computer commands.
		9.3	Enter data into the appropriate sections of a computer program.
		9.4	Locate, compare, create or generate information using a computer program.
		9.5	Understand the operation of a computer keyboard.
		9.6	Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
		9.7	Recognize cause and effect; predict outcomes.
10.	Recover layer count using Panel Mate Terminal Display screen 04. Select the correct layer count cell. Adjust the layer count by pressing the INCREMENT function key until desired number is displayed.	10.1	Read, write and count single and multiple digit whole numbers to complete a task or subtask.
		10.2	Read and understand job-specific words.
		10.3	Read and respond to computer commands.
		10.4	Enter data into the appropriate sections of a computer program.
		10.5	Locate, compare, create or generate information using a computer program.
		10.6	Understand the operation of a computer keyboard.
11.	Recover the machine using Panel Mate Terminal screen 00. Select PALLETIZER STATUS. Press the RECOVERY function key.	11.1	Read and understand job-specific words.
		11.2	Read and respond to computer commands.
		11.3	Enter data into the appropriate sections of a computer program.
		11.4	Locate, compare, create or generate information using a computer program.
		11.5	Understand the operation of a computer keyboard.
12.	Place the case palletizer in automatic mode. Press Auto/Manual pushbutton.	12.1	Classify or match objects by color, size, or significant marking.
		12.2	Read and understand job-specific words.

F. Bypass the Palletizer

1. Perform BYPASS function before last case is released. Using the Pallet Mate Terminal screen 00, select INFEED STATUS. Press BYPASS function key. When ready, retrieve cases from set-off area. Transfer cases to pallets by hand.	1.1 Read and understand job-specific words. 1.2 Read and respond to computer commands. 1.3 Enter data into the appropriate sections of a computer program. 1.4 Locate, compare, create or generate information using a computer program. 1.5 Understand the operation of a computer keyboard. 1.6 Select the appropriate course of action by using taste, touch, sight, or hearing.

G. Purge A Stream

1. Using the Panel Mate Terminal Display screen 01, select METER BELT. Press PURGE function key. Wait for machine to stop cycling. Arrange last row of cases by hand on the row accumulating conveyor. Press PURGE function key. Wait for the pallet to be discharged into the warehouse and the machine to stop cycling. Purge one stream at a time.	1.1 Select the appropriate course of action by using taste, touch, sight, or hearing. 1.2 Read and respond to computer commands. 1.3 Enter data into the appropriate sections of a computer program. 1.4 Locate, compare, create or generate information using a computer program. 1.5 Understand the operation of a computer keyboard. 1.6 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 1.7 Recognize cause and effect; predict outcomes. 1.8 Follow directions to complete a task that includes observing.

H. Change Over a Stream

1. Wait for cases to stop flowing to infeed conveyor.	1.1 Select the appropriate course of action by using taste, touch, sight, or hearing. 1.2 Follow directions to complete a task that includes observing.
2. Purge desired stream.	(SEE G)
3. Select the products to be palletized. Place palletizer in manual. Using the Pallet Mate Terminal, select the product stream. Select the product information (product description and serial number) by pressing INCREMENT or DECREMENT.	3.1 (SEE A.4)

I. Shutting Down

1.	Wait for cases to stop flowing to infeed conveyors.	1.1	Select the appropriate course of action by using taste, touch, sight, or hearing.
2.	Purge all active streams, one at a time.	(SEE G)	
3.	Stop the machine by pushing in the case conveyor, case palletizer, pallet conveyor, and pallet dispenser E-Stop switches.	3.1 3.2 3.3	Read and understand job-specific words. Select the appropriate course of action by using taste, touch, sight, or hearing. Classify or match objects by color, size, or significant marking.
4.	Remove air from machine by closing air supply value.	4.1 4.2	Select the appropriate course of action by using taste, touch, sight, or hearing. Recognize cause and effect; predict outcomes.
5.	Apply a date label to the top layer, last carton.	5.1 5.2 5.3	Read, write and count single and multiple digit whole numbers to complete a task or subtask. Follow very specific step-by-step directions and procedures to perform a sequence of tasks. Read and write months, days, and years.

J. Respond Appropriately to Alarms and Troubleshoot Problems

1. Use the Panel Mate Terminal Main Controls, and troubleshooting guides in the operations manual. Contact maintenance if necessary.

1.1 Read and respond to computer commands.
1.2 Enter data into the appropriate sections of a computer program.
1.3 Understand the operation of a computer keyboard.
1.4 Observe and monitor a process using a computer screen.
1.5 Use common knowledge for safety.
1.6 Apply information from tables or graphs to locate malfunctions or select actions.
1.7 Select the appropriate course of action in an emergency.
1.8 Determine the appropriate course of action in a particular situation.
1.9 Read and understand the main idea of a job-specific material.
1.10 Communicate orally to describe and/or solve a problem.
1.11 Synthesize information from more than one source to complete a task.
1.12 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
1.13 Identify and use appropriate sections of text and visual material to complete a task.
1.14 Recognize cause and effect; predict outcomes.
1.15 Read and understand job-specific words.
1.16 Determine the presence of a defect or extent of damage.
1.17 Select the appropriate course of action by using taste, touch, sight, or hearing.
1.18 Identify objects by particular physical characteristics (e.g., size, shape, color).

K. Checking and Adjusting Photo Eyes.

1. Check to see if eyes are illuminated. If they are not, jiggle photo eye.

1.1 Select the appropriate course of action by using taste, touch, sight, or hearing.
1.2 Determine the presence of a defect or extent of damage.
1.3 Apply preventative measures prior to task to minimize problems.

L. Inspect Cartons

1. Respond to the Open Flap Detector alarm: Tape carton flap and reset switch.

1.1 Determine the presence of a defect or extent of damage.
1.2 Classify or match objects by color, size, or significant marking.
1.3 Interpret codes and symbols.
1.4 Read and understand job-specific words.
1.5 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
1.6 Write and tell time using a clock.
1.7 Read and write months, days, and years.
1.8 Determine the appropriate course of action in a particular situation.
1.9 Identify objects by particular physical characteristics (e.g., size, shape, color).
1.10 Select the appropriate course of action by using taste, touch, sight, or hearing.
1.11 Apply preventative measures prior to task to minimize problems.

2. Check for unsquare boxes. Remove unsquare boxes and replace.

2.1 Determine the presence of a defect or extent of damage.
2.2 Apply preventative measures prior to task to minimize problems.
2.3 Select the appropriate course of action by using taste, touch, sight, or hearing.

M. Check for the Mixing of Cartons (product) on Common Stream.

1. Count the number of consecutive cartons of the same product on the common stream. There should be 10.

1.1 Identify objects by particular physical characteristics (e.g., size, shape, color).
1.2 Apply preventative measures prior to task to minimize problems.
1.3 Determine the presence of a defect or extent of damage.
1.4 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
1.5 Select the appropriate course of action by using taste, touch, sight, or hearing.

	2.	If there is a mixture of products, shut off the common stream (infeed) and adjust cartons by hand.	2.1	Select the appropriate course of action by using taste, touch, sight, or hearing.
			2.2	Classify or match objects by color, size, or significant marking.
			2.3	Interpret codes and symbols.
N.	Load Ribbons and Labels on Labeling Machine.			
	1.	Follow diagram on the labeling machine or guidelines in operations manual.	1.1	Follow directions to complete a task that includes reading and identifying information.
			1.2	Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
			1.3	Identify and use appropriate sections of text and visual material to complete a task.
			1.4	Locate and interpret specific details of a diagram.
			1.5	Select the appropriate course of action by using taste, touch, sight, or hearing.
O.	Write a Pallet Ticket.			
	1.	When shipping reports a missing pallet ticket, run a printout of the Case Palletizer Production Report using the Panel Mate Terminal.	1.1	Enter data into the appropriate sections of a computer program.
			1.2	Locate, compare, create or generate information using a computer program.
	2.	Read the report to locate the missing pallet ticket number.	2.1	Read, write and count single and multiple digit whole numbers to complete a task or subtask.
			2.2	Interpret codes and symbols.
			2.3	Find information by skimming or scanning text (including lists and tables).
			2.4	Locate information in a chart at intersections of rows and columns.
	3.	Write a 4-part pallet ticket with the pallet ticket number, SKU number, and the number of cases.	3.1	Read, write and count single and multiple digit whole numbers to complete a task or subtask.
			3.2	Classify or match objects by color, size, or significant marking.
			3.3	Interpret codes and symbols.
	4.	Apply to skid.	4.1	Select the appropriate course of action by using taste, touch, sight, or hearing.

P. Generate Report.

1.	Using Screen 05 on the Panel Mate Terminal, generate a Case Palletizer Production Report (Report is automatically sent to Production Office).	1.1	Locate, compare, create or generate information using a computer program.
		1.2	Understand the operation of a computer keyboard.
		1.3	Read, write and count single and multiple digit whole numbers to complete a task or subtask.
		1.4	Read and understand job-specific words.
		1.5	Read and write months, days, and years.
		1.6	Write and tell time using a clock.
2.	Review, write, and initial any changes if necessary.	2.1	Determine the presence of a defect or extent of damage.
		2.2	Find information by skimming or scanning text (including lists and tables).
		2.3	Read, write and count single and multiple digit whole numbers to complete a task or subtask.

Q. Apply Hold Tickets.

1.	As requested by Quality Control, apply hold tickets as necessary to the end of skids. (Occurs after production start-up, change-over, and after line has been sanitized.)	1.1	Follow a procedure when asked.
		1.2	Select the appropriate course of action by using taste, touch, sight, or hearing.

Literacy Task Analysis
Remelt Room Operator

I. Perform Pre-Operations Check

1. At the beginning of each shift, perform pre-operations check on the tanks and the general condition of the remelt room. Complete the **Remelt Room Pre-Op Checklist.**

1.1 Read and understand job-specific words.
1.2 Read and write months, days, and years.
1.3 Spell task-related words and abbreviations correctly.
1.4 Select the appropriate course of action by using taste, touch, sight, or hearing.
1.5 Identify and label objects.
1.6 Write a description of an activity or transaction in the appropriate section of a form.
1.7 Determine the presence of a defect or extent of damage.
1.8 Follow directions to complete a task that includes observing.
1.9 Apply preventative measures prior to task to minimize problems.
1.10 Locate the space on a form to enter data.

I. Perform Beginning and Ending Remelt Inventories

1. Use a ruler (in inches) to measure the beginning and ending levels of each tank. Measure the meltdown tub at the center of the tub at the discharge. Measure the remelt tanks at the outer edge nearest the aisle.

1.1 Read and interpret the markings on a scale.
1.2 Use a measuring device to determine an object's weight, distance, length or volume in standard (English) units or metric units.
1.3 Select the appropriate course of action by using taste, touch, sight, or hearing.
1.4 Follow directions to complete a task that includes observing.

2. Use the conversion chart to change the inches to pounds. For the beginning inventory, record the pounds for each tank on the **Daily Remelt Room Report**, Remelt Inventories section, along with the usage code. Refer to notes left by previous shift remelt operator for the use (ending status, i.e., empty, pumping, emulsion not ready for use, oil not approved for use, oil ready for use). For the ending inventory, follow same procedure recording the pounds of remelt in each tank and the ending status. Write notes on the ending status of each remelt tank for the next operator. Give **Report** to the supervisor at the end of the shift.

2.1 Locate and extract information from a two-column table or chart.
2.2 Follow directions to complete a task that includes reading and identifying information.
2.3 Read and write months, days, and years.
2.4 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
2.5 Identify details, labels, numbers, parts of an illustration, parts from a key or legend.
2.6 Transfer numbers, codes, dates, figures from equipment or written sources onto appropriate sections of forms.
2.7 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
2.8 Read and write decimals to one or more places to complete a task or subtask.
2.9 Read and understand measurements in standard English units or metric units.
2.10 Read and understand job-specific words ().
2.11 Spell task-related words and abbreviations correctly.
2.12 Locate the space on a form to enter data.
2.13 Enter data (create/generate) into the appropriate spaces on a form.
2.14 Combine information from multiple sources that contribute to the completion of a task.
2.15 Write and tell time using a clock.

III. Receive, Melt, and Drain Solid Remelt

1. Gather carts containing solid remelt from production lines as needed and take to the remelt room. Shovel the solid remelt from the carts into the square, meltdown tub. (When holding tanks are full, cover carts with cellophane and place in cooler until tank space is available.) Remove drain covering from empty carts and hose down tub until it is clean. Replace drain covering and cover tub with cellophane.

1.1 Follow directions to complete a task that includes reading and identifying information.
1.2 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
1.3 Select the appropriate course of action by using taste, touch, sight, or hearing.

2. Use the square, meltdown tank to melt solid remelt. Use the appropriate screen on the MMI to turn on the steam to the square meltdown tank.

2.1 Understand the operation of a computer keyboard.
2.2 Locate, compare, create or generate information using a computer program.
2.3 Enter data into the appropriate sections of a computer program.
2.4 Read and respond to computer commands.
2.5 Read and understand job-specific words.
2.6 Follow directions to complete a task that includes reading and identifying information.
2.7 Interpret codes and symbols.
2.8 Identify and use appropriate sections of text and visual material to complete a task.

3.	Monitor the process on the *Meltdown Tank and SWING Panel* screen on the MMI and by visually checking the melting process.	3.1	Observe and monitor a process using a computer screen.
		3.2	Select the appropriate course of action by using taste, touch, sight, or hearing.
		3.3	Follow directions to complete a task that includes observing.
		3.4	Synthesize information from more than one source to complete a task.
		3.5	Follow sequenced illustrations as a guide.
		3.6	Utilize information from an illustration, diagram, or blueprint to compare with actual objects.
		3.7	Read, write and compute percents to complete a task or subtask (See Tank Levels).
		3.8	Read and understand job-specific words.
		3.9	Follow directions to complete a task that includes reading and identifying information.
		3.10	Identify and use appropriate sections of text and visual material to complete a task.
4.	Use the Setpoint Screen on the MMI to change the heating setpoint for the remelt tub if necessary. As more and more solid remelt is added to the tank it may be necessary to raise the temperature.	4.1	Understand the operation of a computer keyboard.
		4.2	Enter data into the appropriate sections of a computer program.
		4.3	Read and respond to computer commands.
		4.4	Locate, compare, create or generate information using a computer program.
		4.5	Read and write numbers or symbols from time, weight, distance, temperature and volume measuring scales.
		4.6	Follow directions to complete a task that includes reading and identifying information.
		4.7	Follow directions to complete a task that includes reading and identifying information.
		4.8	Determine the appropriate course of action in a particular situation.
		4.9	Recognize cause and effect; predict outcomes.
		4.10	Read and understand job-specific words.
		4.11	Identify and use appropriate sections of text and visual material to complete a task.

5. Begin draining the water from the oil as soon as the remelt begins melting. Turn on the hand valve on the tank and drain into the floor. Stop draining when the oil first appears (a yellow color).	5.1 Select the appropriate course of action by using taste, touch, sight, or hearing. 5.2 Follow directions to complete a task that includes observing. 5.3 Combine information from multiple sources that contribute to the completion of a task.

IV. Transfer Melted Solid Remelt to a Remelt Tank from the Remelt Tub

1. Select a remelt tank to receive melted solid remelt from meltdown tub.	1.1 Recognize cause and effect; predict outcomes. 1.2 Interpret codes and symbols. 1.3 Determine the appropriate course of action in a particular situation.
2. Manually prepare a transfer path for the melted solid remelt.	2.1 Select the appropriate course of action by using taste, touch, sight, or hearing. 2.2 Recognize cause and effect; predict outcomes.
3. Transfer Melted Solid Remelt from the Remelt Tub. Use the appropriate screens on the MMI to place all devices (agitators, pumps, and valves) in automatic or manual from the **"Transfer Setpoint Screen"**. Select "transfer remelt" and start sequence from the "Transfer Setpoint Screen". Select "heat disable" on the "Transfer Setpoint Screen" when the level in the remelt tub begins to drop. When the remelt tub is empty, cancel the sequence and stop the remelt tub agitator.	3.1 Read and respond to computer commands. 3.2 Enter data into the appropriate sections of a computer program. 3.3 Understand the operation of a computer keyboard. 3.4 Read and understand job-specific words. 3.5 Observe and monitor a process using a computer screen. 3.6 Select the appropriate course of action by using taste, touch, sight, or hearing. 3.7 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 3.8 Interpret codes and symbols. 3.9 Read and understand job-specific words. 3.10 Utilize information from an illustration, diagram, or blueprint to compare with actual objects. 3.11 Combine information from multiple sources that contribute to the completion of a task. 3.12 Identify and use appropriate sections of text and visual material to complete a task.

V. Transfer Liquid Remelt from a Production Line to a Remelt Tank

1.	Receive "Transferring to remelt" message from line operator.	1.1	Follow a procedure when asked.
		1.2	Understand verbal information/directions.
2.	Select a tank to receive liquid remelt and use the appropriate screen on the MMI to turn on the heat to the selected tank.	2.1	Read and respond to computer commands.
		2.2	Enter data into the appropriate sections of a computer program.
		2.3	Locate, compare, create or generate information using a computer program.
		2.4	Understand the operation of a computer keyboard.
		2.5	Read and understand job-specific words.
		2.6	Identify and use appropriate sections of text and visual material to complete a task.
		2.7	Interpret codes and symbols (i.e., tank number TK5012).
		2.8	Recognize cause and effect; predict outcomes.
		2.9	Read and understand job-specific words.
		2.10	Determine the appropriate course of action in a particular situation.
		2.11	Follow directions to complete a task that includes reading and identifying information.
3.	Manually prepare a transfer path for liquid remelt.	3.1	Recognize cause and effect; predict outcomes.
		3.2	Select the appropriate course of action by using taste, touch, sight, or hearing.

4.	Transfer liquid remelt. Use the appropriate screens on the MMI to place all devices (tub agitator and pumps, swing panel header divert valve, and supply divert valve) in automatic or manual. Use the appropriate screens on the MMI to select loop status ("ready"). Visually monitor the level of the selected remelt tank. Tank levels can also be monitored from screens, but are not always accurate because tank sensors do not always work properly. When tank is full, select loop status, "not ready."	4.1 Read and understand job-specific words. 4.2 Read and respond to computer commands. 4.3 Enter data into the appropriate sections of a computer program. 4.4 Locate, compare, create or generate information using a computer program. 4.5 Understand the operation of a computer keyboard. 4.6 Observe and monitor a process using a computer screen. 4.7 Select the appropriate course of action by using taste, touch, sight, or hearing. 4.8 Read and understand job-specific words. 4.9 Interpret codes and symbols (i.e., pump number PP053, agitator number AG5001A). 4.10 Determine the appropriate course of action in a particular situation. 4.11 Utilize information from an illustration, diagram, or blueprint to compare with actual objects. 4.12 Follow directions to complete a task that includes observing. 4.13 Combine information from multiple sources that contribute to the completion of a task. 4.14 Follow directions to complete a task that includes reading and identifying information. 4.15 Identify and use appropriate sections of text and visual material to complete a task.

VI. Determine Use of Product

1.	At present time, remelt is used only for Blue Bonnett.	1.1 Determine the appropriate course of action in a particular situation.

VII. Process a Remelt Batch

1.	Use the appropriate screens on the MMI for the selected tank to heat treat and mix the remelt.	1.1 Identify and use appropriate sections of text and visual material to complete a task. 1.2 Interpret codes and symbols. 1.3 Read and understand job-specific words. 1.4 Read and respond to computer commands. 1.5 Enter data into the appropriate sections of a computer program. 1.6 Understand the operation of a computer keyboard.

2.	Allow to set for approximately 1/2 hour or until a visual check shows the milk/water have separated from the oil. If separation does not occur, repeat process. Turn on the remelt tank agitator using the appropriate screen on the MMI.	2.1 Follow directions to complete a task that includes observing. 2.2 Select the appropriate course of action by using taste, touch, sight, or hearing. 2.3 Follow directions to complete a task that includes observing. 2.4 Read and respond to computer commands. 2.5 Enter data into the appropriate sections of a computer program. 2.6 Locate, compare, create or generate information using a computer program. 2.7 Understand the operation of a computer keyboard. 2.8 Read and understand job-specific words.
3.	Uncap drain from tank and drain milk/water until oil first appears. Recap drain. Repeat heat treat and draining until oil is separated from the water.	3.1 Select the appropriate course of action by using taste, touch, sight, or hearing. 3.2 Follow directions to complete a task that includes observing. 3.3 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
4.	When water/milk is thoroughly separated from oil, perform Q.C. test. Fill two sample cups with oil. (One is for bacterial content and one is for moisture percentage). Take to QC for approval. (Moisture should be no lower than 97%). It is likely that these products will need to be heat treated again to achieve correct moisture content: **bakery, Move Over Butter, and unsalted. These product are hard to break.)** If not approved, heat treat again.	4.1 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 4.2 Select the appropriate course of action by using taste, touch, sight, or hearing. 4.3 Follow directions to complete a task that includes observing. 4.4 Follow directions to complete a task that includes reading and identifying information.

5.	Record results of QC test in the *Remelt Traceability* section of the **Daily Remelt Room Report**. (% fat from QC).	5.1	Read, write and count single and multiple digit whole numbers to complete a task or subtask.
		5.2	Read and understand job-specific words.
		5.3	Transfer numbers, codes, dates, figures from equipment or written sources onto appropriate sections of forms.
		5.4	Locate the space on a form to enter data.
		5.5	Enter data (create/generate) into the appropriate spaces on a form.
		5.6	Read, write and compute percents to complete a task or subtask.
		5.7	Combine information from multiple sources that contribute to the completion of a task.

VII. Transfer Remelt to Production Lines

1.	Follow **Pump in this Order** chart.	1.1	Interpret codes and symbols.
		1.2	Read two- or more column charts to obtain information.
2.	Manually prepare a hot water flush path.	2.1	Select the appropriate course of action by using taste, touch, sight, or hearing.
		2.2	Recognize cause and effect; predict outcomes.

3.	Use the appropriate screens on the MMI to perform a flush sequence. Close hand valves when sequence complete message appears.	3.1 Understand the operation of a computer keyboard. 3.2 Locate, compare, create or generate information using a computer program. 3.3 Enter data into the appropriate sections of a computer program. 3.4 Read and respond to computer commands. 3.5 Read and understand job-specific words. 3.6 Select the appropriate course of action by using taste, touch, sight, or hearing. 3.7 Identify and use appropriate sections of text and visual material to complete a task. 3.8 Interpret codes and symbols.
4.	Manually prepare a Transfer to Production Path.	4.1 Recognize cause and effect; predict outcomes. 4.2 Select the appropriate course of action by using taste, touch, sight, or hearing.
5.	On MMI select appropriate tank screen, select "device" to turn on pump and open valves of tank selected to sent remelt to production. Recirculate (the only tank circulating is the one pumping to the lines.)	5.1 Read and respond to computer commands. 5.2 Enter data into the appropriate sections of a computer program. 5.3 Locate, compare, create or generate information using a computer program. 5.4 Understand the operation of a computer keyboard. 5.5 Read and understand job-specific words. 5.6 Recognize cause and effect; predict outcomes. 5.7 Identify and use appropriate sections of text and visual material to complete a task.
6.	Go to production lines to see which lines are running Blue Bonnet. On the control screen at the production lines, press "% active remelt".	6.1 Classify or match objects by color, size, or significant marking. 6.2 Read and understand job-specific words. 6.3 Enter data into the appropriate sections of a computer program. 6.4 Understand the operation of a computer keyboard. 6.5 Read, write and compute percents to complete a task or subtask.

7.	Check that remelt is being transferring by feeling pipes in remelt room. If the pipes are hot, the remelt is transferring. If the pipes are not hot, the pipe may be blocked. Spray the outside of the pipe with hot water. If the pipes are still blocked, contact maintenance supervision.	7.1 7.2 7.3 7.4	Select the appropriate course of action by using taste, touch, sight, or hearing. Recognize cause and effect; predict outcomes. Communicate orally to describe and/or solve a problem. Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
8.	Use the MMI (tank or overview screen) to monitor the transfer process. If % on tank is not dropping, return to MMI on production line. Because the tank level sensors do not operate properly, a visual check of tank level is necessary.	8.1 8.2 8.3 8.4 8.5 8.6	Observe and monitor a process using a computer screen. Read, write and compute percents to complete a task or subtask. Locate and interpret specific details of a diagram. Select the appropriate course of action by using taste, touch, sight, or hearing. Follow directions to complete a task that includes observing. Identify and use appropriate sections of text and visual material to complete a task.
9.	Record transfer in the *Remelt Traceability* section of the Daily Remelt Room Report. (lines pumped to, start and end time)	9.1 9.2 9.3 9.4	Write and tell time using a clock. Read and understand job-specific words. Locate the space on a form to enter data. Enter data (create/generate) into the appropriate spaces on a form.

VIII. Perform Sanitation

1.	Follow CIP schedule as noted on **Daily Remelt Sanitation Record**. Record on **Daily Remelt Sanitation Record** the tank#, time, full CIP, sanitize, and initials.	1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8	Follow a procedure when asked. Read and write months, days, and years. Read, write and count single and multiple digit whole numbers to complete a task or subtask. Read and understand job-specific words. Locate the space on a form to enter data. Enter data (create/generate) into the appropriate spaces on a form. Write and tell time using a clock. Apply preventative measures prior to task to minimize problems.

2.	Put paper in meter. Turn on. After sanitation process is complete,take paper out of meter and write name, date,and tank number on it. Give to supervisor.	2.1	Read and write months, days, and years.
		2.2	Read, write and count single and multiple digit whole numbers to complete a task or subtask.
		2.3	Classify or match objects by color, size, or significant marking.
		2.4	Interpret codes and symbols (tank number).
		2.5	Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
3.	Select CIP on MMI keyboard. Screen Circuit #3 or #5 appears. With #3, change user level to sanitation level.	3.1	Read and respond to computer commands.
		3.2	Enter data into the appropriate sections of a computer program.
		3.3	Locate, compare, create or generate information using a computer program.
		3.4	Understand the operation of a computer keyboard.
		3.5	Observe and monitor a process using a computer screen.
		3.6	Identify and use appropriate sections of text and visual material to complete a task.
4.	Manually prepare selected loops for cleaning. Follow plant safety procedures. CIP solutions are dangerous.	4.1	Recognize cause and effect; predict outcomes.
		4.2	Select the appropriate course of action by using taste, touch, sight, or hearing.
		4.3	Use common knowledge for safety.
5.	To perform a CIP request sequence, use the Remelt Area screen on the MMI.	5.1	Read and respond to computer commands.
		5.2	Enter data into the appropriate sections of a computer program.
		5.3	Locate, compare, create or generate information using a computer program.
		5.4	Understand the operation of a computer keyboard.
		5.5	Observe and monitor a process using a computer screen.
		5.6	Read and understand job-specific words.
		5.7	Apply preventative measures prior to task to minimize problems.
		5.8	Identify and use appropriate sections of text and visual material to complete a task.

6.	When sanitation cycle is completed, manually set loops for normal operation. Follow plant safety procedures. CIP solutions are dangerous.	6.1	Select the appropriate course of action by using taste, touch, sight, or hearing.
		6.2	Recognize cause and effect; predict outcomes.
		6.3	Use common knowledge for safety.
7.	Use the appropriate screen on the MMI to change user level to operator.	7.1	Read and respond to computer commands.
		7.2	Enter data into the appropriate sections of a computer program.
		7.3	Locate, compare, create or generate information using a computer program.
		7.4	Understand the operation of a computer keyboard.
		7.5	Observe and monitor a process using a computer screen.
		7.6	Read and understand job-specific words.
		7.7	Identify and use appropriate sections of text and visual material to complete a task.
8.	Clean filters by hand.	8.1	Select the appropriate course of action by using taste, touch, sight, or hearing.

IX. Maintain a Clean Work Area

1.	Spray floor, tubs, and remelt area walls and floors as needed with hose.	1.1	Select the appropriate course of action by using taste, touch, sight, or hearing.
		1.2	Use common knowledge for safety.
		1.3	Apply preventative measures prior to task to minimize problems.

X. Troubleshooting

1.	Respond to alarms and status messages appropriately using the MMI and contacting maintenance if necessary.	1.1	Communicate orally to describe and/or solve a problem.
		1.2	Observe and monitor a process using a computer screen.
		1.3	Understand the operation of a computer keyboard.
		1.4	Locate, compare, create or generate information using a computer program.
		1.5	Read and respond to computer commands.
		1.6	Enter data into the appropriate sections of a computer program.
		1.7	Follow directions to complete a task that includes reading and identifying information.
		1.8	Identify and use appropriate sections of text and visual material to complete a task.

Maintenance Literacy Task Analysis

I. Troubleshoot and Repair Plant Equipment

A. Troubleshoot and repair mechanical and pneumatic problems

1. Typical mechanical problems include: a. hand valves, filters, glue, Benhil packaging/filling equipment, palletizer electric eyes, code date on cartons and cases; b. pneumatic: tubber, lidder, casepacker and casepacker elevator, inconsistencies in packaging materials.	1.1 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 1.2 Read, write and compute percents to complete a task or subtask. 1.3 Compute averages, ranges or ratios. 1.4 Identify objects by particular physical characteristics (e.g., size, shape, color). 1.5 Select the appropriate course of action by using taste, touch, sight, or hearing. 1.6 Interpret codes and symbols. 1.7 Determine the appropriate course of action in a particular situation. 1.8 Understand the operation of a computer keyboard. 1.9 Locate, compare, create or generate information using a computer program. 1.10 Read and interpret readings on electronic instrumentation. 1.11 Read and understand job-specific words (valves, glue, Benhil, palletizer, electric eye, code date, tubber, lidder, casepacker, casepacker elevator).
2. Talk to the operator to find what the problem is (they're most familiar with the equipment's operation).	2.1 Communicate orally to describe and/or solve a problem. 2.2 Recognize cause and effect; predict outcomes. 2.3 Determine the appropriate course of action in a particular situation.

3. Using the MMI (Man Machine Interface) if necessary, run the equipment to investigate the symptoms of the problem.

3.1 Identify objects by particular physical characteristics (e.g., size, shape, color).
3.2 Select the appropriate course of action by using taste, touch, sight, or hearing.
3.3 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
3.4 Combine information from multiple sources that contribute to the completion of a task.
3.5 Compute averages, ranges or ratios.
3.6 Read, write and compute percents to complete a task or subtask.
3.7 Observe and monitor a process using a computer screen.
3.8 Read and respond to computer commands.
3.9 Interpret codes and symbols.
3.10 Enter data into the appropriate sections of a computer program.
3.11 Locate, compare, create or generate information using a computer program.
3.12 Understand the operation of a computer keyboard.
3.13 Read and interpret the markings on a scale.
3.14 Read and interpret readings on electronic instrumentation.
3.15 Read numbers or symbols from time, weight, distance, temperature and volume measuring scales.
3.16 Perform basic metric conversions involving weight, distance, volume.
3.17 Follow very specific step-by-step directions to perform a sequence of tasks.
3.18 Recognize cause and effect; predict outcomes.
3.19 Use common knowledge for safety.
3.20 Select the appropriate course of action in an emergency.
3.21 Read and understand abbreviations, contractions and acronyms (MMI).

4. Develop a working model of the equipment's operation and how the problem is causing it to malfunction, considering four possible categories of causes:
   a. equipment;
   b. procedures;
   c. environment;
   d. people.

4.1 Identify objects by particular physical characteristics (e.g., size, shape, color).
4.2 Select the appropriate course of action by using taste, touch, sight, or hearing.
4.3 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
4.4 Combine information from multiple sources that contribute to the completion of a task.
4.5 Compute averages, ranges or ratios.
4.6 Read, write and compute percents to complete a task or subtask.
4.7 Observe and monitor a process using a computer screen.
4.8 Read and respond to computer commands.
4.9 Interpret codes and symbols.
4.10 Enter data into the appropriate sections of a computer program.
4.11 Locate, compare, create or generate information using a computer program.
4.12 Understand the operation of a computer keyboard.
4.13 Read and interpret the markings on a scale.
4.14 Read and interpret readings on electronic instrumentation.
4.15 Read numbers or symbols from time, weight, distance, temperature and volume measuring scales.
4.16 Perform basic metric conversions involving weight, distance, volume.
4.17 Determine the appropriate course of action in a particular situation.
4.18 Determine the presence of a defect or extent of damage.
4.19 Recognize cause and effect; predict outcomes.
4.20 Communicate orally to describe and/or solve a problem.

5. Test for causes in each of the above categories to generate a list of probable causes:
   a. run the equipment again;
   b. observe any problems (looking for causes that could be located far from the original symptom);
   c. consult charts and manuals for equipment specifications as necessary.

5.1 Determine the appropriate course of action in a particular situation.
5.2 Recognize cause and effect; predict outcomes.
5.3 Determine the presence of a defect or extent of damage.
5.4 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
5.5 Interpret codes and symbols.
5.6 Perform basic metric conversions involving weight, distance, volume.
5.7 Combine information from multiple sources that contribute to the completion of a task.
5.8 Apply information from tables or graphs to locate malfunctions or select actions.
5.9 Cross-reference within and across source materials to select information to perform a routine.
5.10 Locate and extract information from an intersection of a row-by-column table or chart.
5.11 Use common knowledge for safety.
5.12 Select the appropriate course of action in an emergency.

6. Begin eliminating items from the list of probable causes based on the test results.

6.1 Determine the appropriate course of action in a particular situation.
6.2 Determine the presence of a defect or extent of damage.
6.3 Recognize cause and effect; predict outcomes.
6.4 Combine information from multiple sources that contribute to the completion of a task.
6.5 Perform basic metric conversions involving weight, distance, volume.
6.6 Compute averages, ranges or ratios.
6.7 Read, write and compute percents to complete a task or subtask.
6.8 Interpret codes and symbols.
6.9 Read, write and count single and multiple digit whole numbers to complete a task or subtask.

7. Continue testing until one or more likely causes is found.	7.1 Determine the appropriate course of action in a particular situation. 7.2 Recognize cause and effect; predict outcomes. 7.3 Determine the presence of a defect or extent of damage. 7.4 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 7.5 Compute averages, ranges or ratios. 7.6 Read, write and compute percents to complete a task or subtask. 7.7 Use common knowledge for safety. 7.8 Select the appropriate course of action in an emergency.
8. Consulting repair manuals as necessary, repair the affected equipment based on the most likely cause(s).	8.1 Determine the appropriate course of action in a particular situation. 8.2 Follow very specific step-by-step directions to perform a sequence of tasks. 8.3 Identify objects by particular physical characteristics (e.g., size, shape, color). 8.4 Select the appropriate course of action by using taste, touch, sight, or hearing. 8.5 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 8.6 Interpret codes and symbols. 8.7 Apply information from tables or graphs to locate malfunctions or select actions. 8.8 Cross-reference within and across source materials to select information to perform a routine. 8.9 Use common knowledge for safety. 8.10 Select the appropriate course of action in an emergency. 8.11 Locate and extract information from an intersection of a row-by-column table or chart. 8.12 Combine information from multiple sources that contribute to the completion of a task.

9. Using the MMI as necessary, run the equipment again to determine whether the solution worked.

9.1 Identify objects by particular physical characteristics (e.g., size, shape, color).
9.2 Select the appropriate course of action by using taste, touch, sight, or hearing.
9.3 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
9.4 Combine information from multiple sources that contribute to the completion of a task.
9.5 Compute averages, ranges or ratios.
9.6 Read, write and compute percents to complete a task or subtask.
9.7 Observe and monitor a process using a computer screen.
9.8 Read and respond to computer commands.
9.9 Interpret codes and symbols.
9.10 Enter data into the appropriate sections of a computer program.
9.11 Locate, compare, create or generate information using a computer program.
9.12 Understand the operation of a computer keyboard.
9.13 Read and interpret the markings on a scale.
9.14 Read and interpret readings on electronic instrumentation.
9.15 Read numbers or symbols from time, weight, distance, temperature and volume measuring scales.
9.16 Perform basic metric conversions involving weight, distance, volume.
9.17 Follow very specific step-by-step directions to perform a sequence of tasks.
9.18 Use common knowledge for safety.
9.19 Select the appropriate course of action in an emergency.

10. Repeat steps 3-9 until the problem is solved.

10.1 Recognize cause and effect; predict outcomes.
10.2 Determine the appropriate course of action in a particular situation.

B. Troubleshoot electrical problems.

1. Typical problems include: blown fuse, out of phase motor.	1.1 Understand the operation of a computer keyboard. 1.2 Locate, compare, create or generate information using a computer program. 1.3 Identify objects by particular physical characteristics (e.g., size, shape, color). 1.4 Select the appropriate course of action by using taste, touch, sight, or hearing. 1.5 Interpret codes and symbols. 1.6 Read and interpret readings on electronic instrumentation. 1.7 Determine the appropriate course of action in a particular situation. 1.8 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 1.9 Read, write and compute percents to complete a task or subtask. 1.10 Compute averages, ranges or ratios. 1.11 Read and understand job-specific words (fuse, out of phase).
2. Talk to the operator to find what the problem is (they're most familiar with the equipment's operation).	2.1 Communicate orally to describe and/or solve a problem. 2.2 Recognize cause and effect; predict outcomes. 2.3 Determine the appropriate course of action in a particular situation.
3. To troubleshoot a blown fuse, trace the circuit across the fuse: a. disconnect the power; b. check the wire visually from end to end for defects; c. ground one end and use an ohm meter to check the wire; d. if the ohm meter reads power (meaning the wire is ok), check for problems with the source and load; e. if the ohm meter reads no power, repair the wire.	3.1 Identify objects by particular physical characteristics (e.g., size, shape, color). 3.2 Select the appropriate course of action by using taste, touch, sight, or hearing. 3.3 Follow very specific step-by-step directions to perform a sequence of tasks. 3.4 Use common knowledge for safety. 3.5 Select the appropriate course of action in an emergency. 3.6 Determine the appropriate course of action in a particular situation. 3.7 Determine the presence of a defect or extent of damage. 3.8 Recognize cause and effect; predict outcomes. 3.9 Read and understand job-specific words (circuit).

4. With the power on, test the fuse to determine whether it is functioning: USING WHAT TYPE OF EQUIPMENT???
    a. no reading indicates the fuse is functioning;
    b. a reading indicates the fuse is not functioning.

4.1 Use common knowledge for safety.
4.2 Identify objects by particular physical characteristics (e.g., size, shape, color).
4.3 Select the appropriate course of action by using taste, touch, sight, or hearing.
4.4 Interpret codes and symbols.
4.5 Read and interpret readings on electronic instrumentation.
4.6 Read and interpret the markings on a scale.
4.7 Select the appropriate course of action in an emergency.

5. Examine the test results:
    a. a working fuse indicates a possible mechanical problem;
    b. a malfunctioning fuse indicates an electrical problem.

5.1 Determine the appropriate course of action in a particular situation.
5.2 Determine the presence of a defect or extent of damage.
5.3 Recognize cause and effect; predict outcomes.
5.4 Combine information from multiple sources that contribute to the completion of a task.
5.5 Perform basic metric conversions involving weight, distance, volume.
5.6 Compute averages, ranges or ratios.
5.7 Read, write and compute percents to complete a task or subtask.
5.8 Interpret codes and symbols.
5.9 Read, write and count single and multiple digit whole numbers to complete a task or subtask.

6. If the fuse is working, troubleshoot and repair the mechanical problem (see section I.A. 1-10).	6.1 Determine the presence of a defect or extent of damage. 6.2 Identify objects by particular physical characteristics (e.g., size, shape, color). 6.3 Select the appropriate course of action by using taste, touch, sight, or hearing. 6.4 Recognize cause and effect; predict outcomes. 6.5 Understand and compute averages, ranges or ratios. 6.6 Determine the appropriate course of action in a particular situation. 6.7 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 6.8 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
7. If the fuse is malfunctioning, it is one of two types of electrical problems: a. a short, open or ground in the circuit; or b. an out of phase motor.	7.1 Determine the presence of a defect or extent of damage. 7.2 Determine the appropriate course of action in a particular situation. 7.3 Interpret codes and symbols. 7.4 Recognize cause and effect; predict outcomes. 7.5 Select the appropriate course of action by using taste, touch, sight, or hearing. 7.6 Read and interpret the markings on a scale.
8. Investigate the circuit for shorts, opens or grounds: a. work with the power off; b. trace the wire; c. look for signs of damage (e.g., wires touching each other, shorts to ground, etc.).	8.1 Identify objects by particular physical characteristics (e.g., size, shape, color). 8.2 Select the appropriate course of action by using taste, touch, sight, or hearing. 8.3 Use common knowledge for safety. 8.4 Select the appropriate course of action in an emergency. 8.5 Recognize cause and effect; predict outcomes. 8.6 Determine the appropriate course of action in a particular situation. 8.7 Determine the presence of a defect or extent of damage.

9. When the short, open or ground is found, replace or repair the wire: a. work with the power off; b. replace the wire; c. for a long wire, jumper it.	9.1 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 9.2 Select the appropriate course of action by using taste, touch, sight, or hearing. 9.3 Recognize cause and effect; predict outcomes. 9.4 Determine the presence of a defect or extent of damage. 9.5 Determine the appropriate course of action in a particular situation.
10. If no short, open or ground is found: a. it is an out of phase motor; b. send the motor to an electrical repair shop.	10.1 Determine the appropriate course of action in a particular situation. 10.2 Determine the presence of a defect or extent of damage. 10.3 Recognize cause and effect; predict outcomes. 10.4 Select the appropriate course of action by using taste, touch, sight, or hearing. 10.5 Communicate orally to describe and/or solve a problem.
11. Repeat steps 3-10 until the problem is solved.	11.1 Recognize cause and effect; predict outcomes. 11.2 Determine the appropriate course of action in a particular situation.

C. Use the Programmable Logic Control (PLC) system to troubleshoot and repair line problems.

1. Typical problems include: bad sensor causing a faulty reading on the MMI; stuck in a loop in the computer's program requiring the MMI to be reset.

1.1 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
1.2 Read, write and compute percents to complete a task or subtask.
1.3 Compute averages, ranges or ratios.
1.4 Identify objects by particular physical characteristics (e.g., size, shape, color).
1.5 Select the appropriate course of action by using taste, touch, sight, or hearing.
1.6 Interpret codes and symbols.
1.7 Determine the appropriate course of action in a particular situation.
1.8 Understand the operation of a computer keyboard.
1.9 Locate, compare, create or generate information using a computer program.
1.10 Read and interpret readings on electronic instrumentation.
1.11 Read and understand job-specific words (sensor, loop, reset).
1.12 Read and understand abbreviations, contractions and acronyms (PLC).

2. Talk to the operator to find what the problem is.

2.1 Communicate orally to describe and/or solve a problem.
2.2 Recognize cause and effect; predict outcomes.
2.3 Determine the appropriate course of action in a particular situation.

3. Using the laptop computer, run the affected loop of the program to test for malfunctioning sensors or other parts.	3.1 Identify objects by particular physical characteristics (e.g., size, shape, color). 3.2 Select the appropriate course of action by using taste, touch, sight, or hearing. 3.3 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 3.4 Combine information from multiple sources that contribute to the completion of a task. 3.5 Compute averages, ranges or ratios. 3.6 Read, write and compute percents to complete a task or subtask. 3.7 Observe and monitor a process using a computer screen. 3.8 Read and respond to computer commands. 3.9 Interpret codes and symbols. 3.10 Enter data into the appropriate sections of a computer program. 3.11 Locate, compare, create or generate information using a computer program. 3.12 Understand the operation of a computer keyboard. 3.13 Read and interpret the markings on a scale. 3.14 Read and interpret readings on electronic instrumentation. 3.15 Read numbers or symbols from time, weight, distance, temperature and volume measuring scales. 3.16 Perform basic metric conversions involving weight, distance, volume. 3.17 Follow very specific step-by-step directions to perform a sequence of tasks. 3.18 Read and understand job-specific words (laptop computer). 3.19 Use common knowledge for safety. 3.20 Select the appropriate course of action in an emergency.

4. If the sensor is not functioning, replace it.
    - 4.1 Determine the appropriate course of action in a particular situation.
    - 4.2 Follow very specific step-by-step directions to perform a sequence of tasks.
    - 4.3 Identify objects by particular physical characteristics (e.g., size, shape, color).
    - 4.4 Select the appropriate course of action by using taste, touch, sight, or hearing.
    - 4.5 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
    - 4.6 Interpret codes and symbols.
    - 4.7 Apply information from tables or graphs to locate malfunctions or select actions.
    - 4.8 Cross-reference within and across source materials to select information to perform a routine.
    - 4.9 Locate and extract information from an intersection of a row-by-column table or chart.

5. Run the equipment again to check that the problem is corrected.
    - 5.1 Identify objects by particular physical characteristics (e.g., size, shape, color).
    - 5.2 Select the appropriate course of action by using taste, touch, sight, or hearing.
    - 5.3 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
    - 5.4 Combine information from multiple sources that contribute to the completion of a task.
    - 5.5 Compute averages, ranges or ratios.
    - 5.6 Read, write and compute percents to complete a task or subtask.
    - 5.7 Observe and monitor a process using a computer screen.
    - 5.8 Read and respond to computer commands.
    - 5.9 Interpret codes and symbols.
    - 5.10 Enter data into the appropriate sections of a computer program.
    - 5.11 Locate, compare, create or generate information using a computer program.

6. If the sensor is working:
   a. it is most likely an electrical or mechanical problem;
   b. follow the troubleshooting procedures to check for these problems (mechanical problems see section I.A. 1-10, electrical problems see section I.B. 1-10).

6.1 Use common knowledge for safety.

6.2 Identify objects by particular physical characteristics (e.g., size, shape, color).
6.3 Select the appropriate course of action by using taste, touch, sight, or hearing.
6.4 Interpret codes and symbols.
6.5 Read and interpret readings on electronic instrumentation.
6.6 Read and interpret the markings on a scale.

7. Run the affected PLC loop again to check that the problem is corrected.	7.1 Identify objects by particular physical characteristics (e.g., size, shape, color). 7.2 Select the appropriate course of action by using taste, touch, sight, or hearing. 7.4 Combine information from multiple sources that contribute to the completion of a task. 7.5 Compute averages, ranges or ratios. 7.6 Read, write and compute percents to complete a task or subtask. 7.7 Observe and monitor a process using a computer screen. 7.8 Read and respond to computer commands. 7.9 Interpret codes and symbols. 7.10 Enter data into the appropriate sections of a computer program. 7.11 Locate, compare, create or generate information using a computer program. 7.12 Understand the operation of a computer keyboard. 7.13 Read and interpret the markings on a scale. 7.14 Read and interpret readings on electronic instrumentation. 7.15 Read numbers or symbols from time, weight, distance, temperature and volume measuring scales. 7.16 Perform basic metric conversions involving weight, distance, volume. 7.17 Follow very specific step-by-step directions to perform a sequence of tasks. 7.18 Use common knowledge for safety. 7.19 Select the appropriate course of action in an emergency.

8. Repeat steps 3-7 until the problem is solved.	8.1 Recognize cause and effect; predict outcomes. 8.2 Determine the appropriate course of action in a particular situation.

II. Other Responsibilities

A. Daily Responsibilities

1. At the beginning of each shift, program the code dater with the current code date.	1.1 Enter data into the appropriate sections of a computer program. 1.2 Locate, compare, create or generate information using a computer program. 1.3 Read and respond to computer commands. 1.4 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 1.5 Understand the operation of a computer keyboard. 1.6 Interpret codes and symbols. 1.7 Read and interpret readings on electronic instrumentation.
2. Whenever parts are removed or replaced in the supply area, use the Maintenance Planning and Control (MPAC) system to track the parts inventory.	2.1 Locate, compare, create or generate information using a computer program. 2.2 Interpret codes and symbols. 2.3 Enter data into the appropriate sections of a computer program. 2.4 Read and respond to computer commands. 2.5 Understand the operation of a computer keyboard.
3. Whenever repairs are completed or the shift ends, record the work done on the daily log sheets.	3.1 Record essential information in phrases or simple sentence form accurately and precisely. 3.2 Write key technical words accurately on forms. 3.3 Locate the space on a form to enter data.

B. Special Projects

1. When necessary, fabricate parts such as safety guards.

1.1 Communicate orally to describe and/or solve a problem.
1.2 Select the appropriate course of action by using taste, touch, sight, or hearing.
1.3 Identify objects by particular physical characteristics (e.g., size, shape, color).
1.4 Understand and compute averages, ranges or ratios.
1.5 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
1.6 Determine the appropriate course of action in a particular situation.
1.7 Recognize cause and effect; predict outcomes.
1.8 Use a measuring device to determine an object's weight, distance or volume in standard (English) units or metric units.
1.9 Read and write numbers or symbols from time, weight, distance, temperature and volume measuring scales.
1.10 Use common knowledge for safety.
1.11 Select the appropriate course of action in an emergency.

February 17, 1995

General Troubleshooting Sequence

1. Ask the operator to describe the problem (they're most familiar with the equipment's operation).
2. Using the MMI if necessary, run the equipment to investigate the symptoms of the problem.
3. Develop a working model of the equipment's operation and how the problem is causing it to malfunction; consider four possible categories of causes:
    - equipment: mechanical and electrical failures (e.g., pneumatic control failures; bad sensors, causing MMI problems and shutdowns; valve problems)
    - procedures: not following a logical troubleshooting sequence; lack of understanding of how systems operate (e.g., misinterpreting MMI readings as a PLC fault; replacing parts without trying to find causes)
    - environment: problems in other systems that affect equipment operation (e.g., intermittent failures in switches/mechanical parts that cause apparent MMI problems; inconsistencies in the quality of packaging)
    - people: problems with written and oral communication (e.g., poor record keeping; misunderstandings among operators, other mechanics and supervisors, causing delays in repair work)
4. Test for causes in each of the above categories and generate a list of probable causes.
5. Begin eliminating items from the list of probable causes based on the test results.
6. Continue testing until one or more likely causes is found.
7. Repair the affected equipment based on the most likely cause.
8. Using the MMI if necessary, run the equipment again to determine whether the solution worked.
9. Repeat steps 3-8 until the problem is solved.

Literacy Task Analysis
Shipping/Receiving

Loading Outbound

1. At the beginning of a shift, inspect assigned forklift using and completing the **Forklift Daily Checklist**. If forklift does not pass inspection, inform supervisor who will assign another forklift.

    1.1 Read and write months, days, and years.
    1.2 Read and understand job-specific words.
    1.3 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
    1.4 Locate the space on a form to enter data.
    1.5 Enter data (create/generate) into the appropriate spaces on a form.
    1.6 Determine the presence of a defect or extent of damage.
    1.7 Apply preventative measures prior to task to minimize problems.
    1.8 Record essential information in phrases or simple sentence form accurately and precisely.
    1.9 Determine the appropriate course of action in a particular situation.
    1.10 Communicate orally to describe and/or solve a problem.
    1.11 Spell task-related words and abbreviations correctly.
    1.12 Use common knowledge for safety.
    1.13 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.

2. Read the **Inbound\Outbound Schedule** to find out what carriers have signed in, the destination, order number, appointment time, and arrival time.

    2.1 Utilize information from tables, charts, or graphs to choose a course of action or solve a problem.
    2.2 Write and tell time using a clock.
    2.3 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
    2.4 Read and understand job-specific words.
    2.5 Identify and use appropriate sections of text and visual material to complete a task.
    2.6 Find information by skimming or scanning text (including lists and tables).
    2.7 Read and understand the main idea of a job-specific material.
    2.8 Follow directions to complete a task that includes reading and identifying information.

3. Collect the bills (**Truck Inspection and Pallet Report, Bill of Lading, and Tally Sheet Generator and Packing List**) for the carrier. Match/compare information on the top portion of the **Truck Inspection and Pallet Report** (carrier, date, order number, destination) with the same information on the **Inbound/Outbound Schedule**. Clear-up any discrepancies with the driver and Shipping Office. Carrier must have an order number and it must match the order number on the **Truck Inspection and Pallet Report** and the **Bill of Lading** before loading can begin.

3.1 Read and write months, days, and years.
3.2 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
3.3 Read and understand job-specific words.
3.4 Cross-reference within and across source materials to select information to perform a routine.
3.5 Follow directions to complete a task that includes reading and identifying information.
3.6 Synthesize information from more than one source to complete a task.
3.7 Determine the presence of a defect or extent of damage.
3.8 Identify and use appropriate sections of text and visual material to complete a task.
3.9 Apply preventative measures prior to task to minimize problems.
3.10 Read and understand abbreviations, contractions and acronyms.
3.11 Communicate orally to describe and/or solve a problem.
3.12 Determine the appropriate course of action in a particular situation.
3.13 Locate or compare information using a completed form.
3.14 Find information by skimming or scanning text (including lists and tables).

4. Read the information on the **Bill of Lading** (carrier, destination, order number, product code number(s), quantity (number of cases per product), description of load, and weight. This information should match the information on the **Tally Sheet Generator** and the **Inbound/Outbound Schedule**. Clear-up any discrepancies with the driver and the Shipping Office.

4.1 Read and understand job-specific words.
4.2 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
4.3 Interpret codes and symbols.
4.4 Read and understand abbreviations, contractions and acronyms.
4.5 Read and understand measurements in standard English units or metric units.
4.6 Cross-reference within and across source materials to select information to perform a routine.
4.7 Determine the presence of a defect or extent of damage.
4.8 Locate or compare information using a completed form.
4.9 Read and understand the main idea of a job-specific material.
4.10 Find information by skimming or scanning text (including lists and tables).
4.11 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
4.12 Apply preventative measures prior to task to minimize problems.
4.13 Communicate orally to describe and/or solve a problem.
4.14 Follow directions to complete a task that includes reading and identifying information.
4.15 Synthesize information from more than one source to complete a task.
4.16 Identify and use appropriate sections of text and visual material to complete a task.
4.17 Distinguish between relevant and irrelevant information in text or visuals.

5.	Review the **Tally Sheet Generator**. The shipment total number indicated on the form should equal the total case count indicated on the form. If they do not, check with Shipping Office.	5.1 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 5.2 Read and understand job-specific words. 5.3 Use addition, subtraction, multiplication and division to solve problems with single and multiple digit whole numbers. 5.4 Determine the presence of a defect or extent of damage. 5.5 Determine if a solution to a mathematical problem is reasonable. 5.6 Determine the appropriate course of action in a particular situation. 5.7 Locate or compare information using a completed form. 5.8 Communicate orally to describe and/or solve a problem. 5.9 Follow directions to complete a task that includes reading and identifying information. 5.10 Identify and use appropriate sections of text and visual material to complete a task. 5.11 Apply preventative measures prior to task to minimize problems. 5.12 Find information by skimming or scanning text (including lists and tables). 5.13 Locate and extract information from an intersection of a row-by-column table or chart. 5.14 Read and understand abbreviations, contractions and acronyms.
6.	Assign a door. Write the door number and initial the wheel chock column on the **Inbound/Outbound Schedule**.	6.1 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 6.2 Determine the presence of a defect or extent of damage. 6.3 Use common knowledge for safety. 6.4 Locate the space on a form to enter data. 6.5 Enter data (create/generate) into the appropriate spaces on a form.

7. After the driver backs the trailer to the assigned door and returns to the dock area, raise the door. Note the time. This is the start time. Record on **Inbound/Outbound Schedule**.	7.1 Use common knowledge for safety. 7.2 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 7.3 Write and tell time using a clock. 7.4 Locate the space on a form to enter data. 7.5 Enter data (create/generate) into the appropriate spaces on a form. 7.6 Transfer or copy exact data from other sources onto appropriate section of a form.
8. Inspect the interior of the trailer and rate the cleanliness and cooling using GMP guidelines. If the trailer does not meet guideline standards, tell the driver to wash out the trailer.	8.1 Apply preventative measures prior to task to minimize problems. 8.2 Determine the presence of a defect or extent of damage. 8.3 Follow directions to complete a task that includes observing. 8.4 Determine the appropriate course of action in a particular situation. 8.5 Select the appropriate course of action by using taste, touch, sight, or hearing. 8.6 Communicate orally to describe and/or solve a problem.
9. Unload and inspect the empty pallets using acceptable guidelines. Complete the pallet section of the **Truck Inspection and Pallet Exchange Report**. Secure driver's signature and apply employee signature.	9.1 Apply preventative measures prior to task to minimize problems. 9.2 Determine the presence of a defect or extent of damage. 9.3 Select the appropriate course of action by using taste, touch, sight, or hearing. 9.4 Follow directions to complete a task that includes observing. 9.5 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 9.6 Read and understand job-specific words. 9.7 Locate the space on a form to enter data. 9.8 Enter data (create/generate) into the appropriate spaces on a form. 9.9 Determine the appropriate course of action in a particular situation. 9.10 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.

10. Use the forklift to load unacceptable pallets back onto the trailer and take acceptable pallets to the palletizing areas.	**10.1 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.** 10.2 Select the appropriate course of action by using taste, touch, sight, or hearing. 10.3 Use common knowledge for safety.
11. Locate the correct product in the cooler. Match the product code number on the **Tally Sheet** with the product code number on the case.	11.1 Classify or match objects by color, size, or significant marking. 11.2 Interpret codes and symbols. 11.3 Cross-reference within and across source materials to select information to perform a routine. 11.4 Locate or compare information using a completed form. 11.5 Follow directions to complete a task that includes observing. 11.6 Identify and use appropriate sections of text and visual material to complete a task. 11.7 Apply preventative measures prior to task to minimize problems. 11.8 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
12. Use the forklift to unload the cases from the racks. Unload the correct number of cases to equal the total number of cases needed as indicated on the Tally Sheet (number of cases per pallet and any partial pallets). Unload from top to bottom taking the older stock first (by reading code date). If an order cannot be completely filled, indicate on **Tally Sheet**.	12.1 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 12.2 Use addition, subtraction, multiplication and division to solve problems with single and multiple digit whole numbers. 12.3 Locate and extract information from an intersection of a row-by-column table or chart. 12.4 Read and understand job-specific words. 12.5 Apply preventative measures prior to task to minimize problems. 12.6 Interpret codes and symbols. 12.7 Read and write months, days, and years. 12.8 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 12.9 Select the appropriate course of action by using taste, touch, sight, or hearing. 12.10 Use common knowledge for safety.

13. As stick product is removed from the racks, remove sticker from pallet, verify number and stick on the **Tally Sheet**. As soft product is removed from racks, remove bottom stub of pallet ticket and record number on **Tally Sheet**. If a partial pallet is loaded, record code date instead of pallet ticket number. If there is no ticket, code date it.	13.1 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 13.2 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 13.3 Locate the space on a form to enter data. 13.4 Enter data (create/generate) into the appropriate spaces on a form. 13.5 Transfer numbers, codes, dates, figures from equipment or written sources onto appropriate sections of forms. 13.6 Classify or match objects by color, size, or significant marking. 13.7 Interpret codes and symbols.
14. Use the forklift and information from the driver to load the stock on the trailer. Load using these considerations: a. If carrier has one destination (indicated on **Bill of Lading**), load the lightest product in the nose of the trailer. b. If a carrier has more than one destination, load the last product to unloaded, **first**. Load the first product to be unloaded, **last**. Distribute weight evenly. Communicate with the driver.	14.1 Determine the appropriate course of action in a particular situation. 14.2 Read and understand the main idea of a job-specific material. 14.3 Locate or compare information using a completed form. 14.4 Apply preventative measures prior to task to minimize problems. 14.5 Recognize cause and effect; predict outcomes. 14.6 Read and understand measurements in standard English units or metric units. 14.7 Use common knowledge for safety. 14.8 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 14.9 Follow directions to complete a task that includes reading and identifying information. 14.10 Identify and use appropriate sections of text and visual material to complete a task. 14.11 Give information or directions clearly. 14.12 Use common knowledge for safety. 14.13 Select the appropriate course of action by using taste, touch, sight, or hearing.

15.	After product is loaded, shut the trailer door. Note finish time and record on the **Inbound/Outbound Schedule**. Check that the driver wraps products 8760, 825, 885, 831.	15.1 Write and tell time using a clock. 15.2 Enter data (create/generate) into the appropriate spaces on a form. 15.3 Locate the space on a form to enter data. 15.4 Interpret codes and symbols. 15.5 Classify or match objects by color, size, or significant marking.
16.	Complete paperwork noting any discrepancies (shortages and overages). * **Bill of Lading**-employee and driver signs * **Tally Sheet Generator**-compute total cases loaded (# of pallets X cases per pallet + # of cases from a partial pallet) * **Truck Inspection and Pallet Report**-employee and driver sign. Give copies to driver and Shipping Office.	16.1 Spell task-related words and abbreviations correctly. 16.2 Combine information from multiple sources that contribute to the completion of a task. 16.3 Synthesize information from more than one source to complete a task. 16.4 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 16.5 Identify and use appropriate sections of text and visual material to complete a task. 16.6 Locate the space on a form to enter data. 16.7 Enter data (create/generate) into the appropriate spaces on a form. 16.8 Transfer or copy exact data from other sources onto appropriate section of a form. 16.9 Solve problems by selecting and using correct order of operations. 16.10 Use addition, subtraction, multiplication and division to solve problems with single and multiple digit whole numbers. 16.11 Determine if a solution to a mathematical problem is reasonable. 16.12 Read, write and count single and multiple digit whole numbers to complete a task or subtask.

II. Unloading Inbound

1.	Read the **Inbound\Outbound Schedule** to find out what carriers have signed in, their destination, order number, appointment time, and arrival time.	1.1 Utilize information from tables, charts, or graphs to choose a course of action or solve a problem. 1.2 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 1.3 Read and understand job-specific words. 1.4 Identify and use appropriate sections of text and visual material to complete a task. 1.5 Find information by skimming or scanning text (including lists and tables). 1.6 Read and understand the main idea of a job-specific material. 1.7 Follow directions to complete a task that includes reading and identifying information. 1.8 Write and tell time using a clock.
2.	Collect the bills (**Truck Inspection and Pallet Report, Bill of Lading, and packing slip**) for the carrier. Match/compare information on the top portion of the **Truck Inspection and Pallet Report** (carrier, date, order number, destination) with the same information on the **Inbound/Outbound Schedule**. Clear-up any discrepancies with the driver and Shipping Office. Carrier must have an order number and it must match the order number on the **Truck Inspection and Pallet Report** and the **Bill of Lading** before loading can begin.	2.1 Read and write months, days, and years. 2.2 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 2.3 Read and understand job-specific words. 2.4 Cross-reference within and across source materials to select information to perform a routine. 2.5 Follow directions to complete a task that includes reading and identifying information. 2.6 Synthesize information from more than one source to complete a task. 2.7 Determine the presence of a defect or extent of damage. 2.8 Identify and use appropriate sections of text and visual material to complete a task. 2.9 Apply preventative measures prior to task to minimize problems. 2.10 Read and understand abbreviations, contractions and acronyms. 2.11 Communicate orally to describe and/or solve a problem. 2.12 Determine the appropriate course of action in a particular situation. 2.13 Locate or compare information using a completed form.

3.	Read the information on the **Bill of Lading** (carrier, destination, order number, product code number(s), quantity (number of cases per product), description of load, and weight. This information should match the information on the **packing list** and the **Inbound/Outbound Schedule**. Clear-up any discrepancies with the driver and Shipping Office.	3.1 Read and understand job-specific words. 3.2 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 3.3 Interpret codes and symbols. 3.4 Read and understand abbreviations, contractions and acronyms. 3.5 Read and understand measurements in standard English units or metric units. 3.6 Determine the presence of a defect or extent of damage. 3.7 Locate or compare information using a completed form. 3.8 Read and understand the main idea of a job-specific material. 3.9 Find information by skimming or scanning text (including lists and tables). 3.10 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 3.11 Apply preventative measures prior to task to minimize problems. 3.12 Communicate orally to describe and/or solve a problem. 3.13 Follow directions to complete a task that includes reading and identifying information. 3.14 Synthesize information from more than one source to complete a task. 3.15 Identify and use appropriate sections of text and visual material to complete a task. 3.16 Distinguish between relevant and irrelevant information in text or visuals.
4.	Assign a door. Write the door number and initial the wheel chock column on the **Inbound/Outbound Schedule**.	4.1 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 4.2 Determine the presence of a defect or extent of damage. 4.3 Use common knowledge for safety. 4.4 Locate the space on a form to enter data. 4.5 Enter data (create/generate) into the appropriate spaces on a form.

5.	After the driver backs the trailer to the assigned door and returns to the dock area, raise the door. Note the time. This is the start time. Record on **Inbound/Outbound Schedule**.	5.1 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 5.2 Write and tell time using a clock. 5.3 Locate the space on a form to enter data. 5.4 Enter data (create/generate) into the appropriate spaces on a form. 5.5 Transfer or copy exact data from other sources onto appropriate section of a form.
6.	Inspect the interior of the trailer and rate the cleanliness and cooling using GMP guidelines. If the trailer does not meet guideline standards, refuse the load.	6.1 Apply preventative measures prior to task to minimize problems. 6.2 Determine the presence of a defect or extent of damage. 6.3 Follow directions to complete a task that includes observing. 6.4 Select the appropriate course of action by using taste, touch, sight, or hearing. 6.5 Communicate orally to describe and/or solve a problem.
7.	Locate packing slip. Match/compare **packing slip** information (product, description and quantity) with the same information on the **Bill of Lading**. If it does not match, clear up discrepancies with driver and Shipping Office.	7.1 Read and understand job-specific words. 7.2 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 7.3 Cross-reference within and across source materials to select information to perform a routine. 7.4 Communicate orally to describe and/or solve a problem. 7.5 Apply preventative measures prior to task to minimize problems. 7.6 Determine the presence of a defect or extent of damage. 7.7 Locate or compare information using a completed form. 7.8 Determine the appropriate course of action in a particular situation. 7.9 Identify and use appropriate sections of text and visual material to complete a task. 7.10 Read and understand abbreviations, contractions and acronyms. 7.11 Find information by skimming or scanning text (including lists and tables).

8. Using the **Bill of Lading**, fill-in the top portion of the **Warehouseman's Unloading Report**. Record the supplier, product (code number), carrier, delivery date, time started, and receiving record number.	8.1 Read and write months, days, and years. 8.2 Write and tell time using a clock. 8.3 Transfer numbers, codes, dates, figures from equipment or written sources onto appropriate sections of forms. 8.4 Read and understand job-specific words. 8.5 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 8.6 Interpret codes and symbols. 8.7 Locate the space on a form to enter data. 8.8 Enter data (create/generate) into the appropriate spaces on a form.
9. As product is unloaded, inspect/check for: * correct product by matching code number on cases with product code number on the **packing slip** and **Bill of Lading**. If incorrect, still unload. * correct number of cases per product by calculating the number of cases per pallet (number of cases high by the number of cases wide = total number of cases per pallet). Note discrepancies. * a pallet ticket is attached to each pallet. If ticket is missing from inbound cold storage, apply a blank ticket. If inbound from another Nabisco margarine plant, attach a New Indy Nabisco ticket. * damage (forking) * pallets	9.1 Apply preventative measures prior to task to minimize problems. 9.2 Determine the presence of a defect or extent of damage. 9.3 Cross-reference within and across source materials to select information to perform a routine. 9.4 Interpret codes and symbols. 9.5 Classify or match objects by color, size, or significant marking. 9.6 Locate or compare information using a completed form. 9.7 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 9.8 Determine if a solution to a mathematical problem is reasonable. 9.9 Use addition, subtraction, multiplication and division to solve problems with single and multiple digit whole numbers. 9.10 Interpret codes and symbols.
10. As product is loaded onto the forklift, record the pallet ticket number and the number of cases on that pallet on the **Warehouseman's Unloading Report**. One report is completed for each type of product unloaded.	10.1 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 10.2 Enter data (create/generate) into the appropriate spaces on a form. 10.3 Locate the space on a form to enter data.

11. Using the forklift, store product in appropriate section of cooler.

- 11.1 Select the appropriate course of action by using taste, touch, sight, or hearing.
- 11.2 Classify or match objects by color, size, or significant marking.
- 11.3 Use common knowledge for safety.

12. Note finish time and record on **Inbound/Outbound Schedule**.

- 12.1 Write and tell time using a clock.
- 12.2 Enter data (create/generate) into the appropriate spaces on a form.
- 12.3 Locate the space on a form to enter data.

13. Complete paperwork noting any discrepancies (shortages, overages, incorrect product shipped) or damage.

- * **Bill of Lading**
- * **Warehouseman's Unloading Report:** Add the total number of pallets and multiply by the number of cases per pallet. This equals the number of cases received and unloaded. Calculate any overages or shortages. Record this number and the code date (found on pallet) on the **Unloading Report**. Verify the load by comparing the **Warehouseman's Unloading Report** to the **packing slip** and the **Bill of Lading**.
- * **Pallet Inspection Report**

- 13.1 Spell task-related words and abbreviations correctly.
- 13.2 Combine information from multiple sources that contribute to the completion of a task.
- 13.3 Synthesize information from more than one source to complete a task.
- 13.4 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
- 13.5 Identify and use appropriate sections of text and visual material to complete a task.
- 13.6 Locate the space on a form to enter data.
- 13.7 Enter data (create/generate) into the appropriate spaces on a form.
- 13.8 Transfer numbers, codes, dates, figures from equipment or written sources onto appropriate sections of forms.
- 13.9 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
- 13.10 Use addition, subtraction, multiplication and division to solve problems with single and multiple digit whole numbers.
- 13.11 Interpret codes and symbols.
- 13.12 Locate or compare information using a completed form.

III. Unloading Inbound Dry Goods

1. Read **Production Schedule**.	1.1 Locate and extract information from an intersection of a row-by-column table or chart. 1.2 Utilize information from tables, charts, or graphs to choose a course of action or solve a problem.
2. At the beginning of a shift, inspect assigned forklift using and completing the **Forklifts Daily Checklist**. If forklift does not pass inspection, inform the supervisor who will assign another forklift.	2.1 Read and write months, days, and years. 2.2 Read and understand job-specific words. 2.3 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 2.4 Locate the space on a form to enter data. 2.5 Enter data (create/generate) into the appropriate spaces on a form. 2.6 Determine the presence of a defect or extent of damage. 2.7 Apply preventative measures prior to task to minimize problems. 2.8 Record essential information in phrases or simple sentence form accurately and precisely. 2.9 Spell task-related words and abbreviations correctly. 2.10 Determine the appropriate course of action in a particular situation. 2.11 Communicate orally to describe and/or solve a problem. 2.12 Use common knowledge for safety.

3. Read the **Nabisco Inbound Driver's Log** to see what carriers have signed in and their arrival time. Check against **Raw & Package Delivery Schedule.**	3.1 Utilize information from tables, charts, or graphs to choose a course of action or solve a problem. 3.2 Write and tell time using a clock. 3.3 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 3.4 Read and understand job-specific words. 3.5 Identify and use appropriate sections of text and visual material to complete a task. 3.6 Find information by skimming or scanning text (including lists and tables). 3.7 Read and understand the main idea of a job-specific material. 3.8 Follow directions to complete a task that includes reading and identifying information. 3.9 Read and write months, days, and years. 3.10 Read and understand abbreviations, contractions and acronyms. 3.11 Interpret codes and symbols. 3.12 Read and understand measurements in standard English units or metric units.

4.	Collect bills for the carrier: [Bill of Lading, packing slip, name of carrier, order number, consigned to, destination, product, the amount of product (number of cartons/packages and pieces in each carton), weight, quantity and number of skids out]. Clear up any discrepancies with driver and Shipping Office.	4.1 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 4.2 Read and write months, days, and years. 4.3 Read and understand job-specific words. 4.4 Cross-reference within and across source materials to select information to perform a routine. 4.5 Follow directions to complete a task that includes reading and identifying information. 4.6 Synthesize information from more than one source to complete a task. 4.7 Determine the presence of a defect or extent of damage. 4.8 Identify and use appropriate sections of text and visual material to complete a task. 4.9 Apply preventative measures prior to task to minimize problems. 4.10 Read and understand abbreviations, contractions and acronyms (). 4.11 Communicate orally to describe and/or solve a problem. 4.12 Determine the appropriate course of action in a particular situation. 4.13 Locate or compare information using a completed form. 4.14 Find information by skimming or scanning text (including lists and tables).
5.	Assign a door. Write the door number and initial the *wheel chock* column on the **Inbound Driver's Log**. After driver backs to the assigned door and returns to the dock area, raise the door. Note time. This is the start time. Record on the **Inbound Driver's Log**.	5.1 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 5.2 Determine the presence of a defect or extent of damage. 5.3 Use common knowledge for safety. 5.4 Write and tell time using a clock. 5.5 Locate the space on a form to enter data. 5.6 Enter data (create/generate) into the appropriate spaces on a form. 5.7 Transfer or copy exact data from other sources onto appropriate section of a form.

6.	Considering the quantity of product to be unloaded, check in storage area for space. Make space if necessary.	6.1 Read, write and count single and multiple digit whole numbers to complete a task or subtask (on BOL). 6.2 Locate and extract information from an intersection of a row-by-column table or chart. 6.3 Utilize information from tables, charts, or graphs to choose a course of action or solve a problem. 6.4 Recognize cause and effect; predict outcomes. 6.5 Apply preventative measures prior to task to minimize problems.
7.	Locate packing slip and the **Certificate of Analysis** (COA). Compare packing slip information (product and quantity) with the same information on the **Bill of Lading**. Information should match. If it does not match, clear up discrepancies with driver and Shipping Office.	7.1 Read and understand job-specific words. 7.2 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 7.3 Cross-reference within and across source materials to select information to perform a routine. 7.4 Communicate orally to describe and/or solve a problem. 7.5 Apply preventative measures prior to task to minimize problems. 7.6 Determine the presence of a defect or extent of damage. 7.7 Locate or compare information using a completed form. 7.8 Determine the appropriate course of action in a particular situation. 7.9 Identify and use appropriate sections of text and visual material to complete a task. 7.10 Read and understand abbreviations, contractions and acronyms (). 7.11 Find information by skimming or scanning text (including lists and tables). 7.12 Interpret codes and symbols. 7.13 Read and understand measurements in standard English units or metric units.

8. As product is unloaded, inspect/ check for:
   - code number/lot number on materials should match packing slip and COA.
   - Correct number of packages
   - Product damage
   - pallets

8.1 Apply preventative measures prior to task to minimize problems.
8.2 Determine the presence of a defect or extent of damage.
8.3 Cross-reference within and across source materials to select information to perform a routine.
8.4 Interpret codes and symbols.
8.5 Classify or match objects by color, size, or significant marking.
8.6 Locate or compare information using a completed form.
8.7 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
8.8 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
8.9 Combine information from multiple sources that contribute to the completion of a task.
8.10 Follow directions to complete a task that includes observing.
8.11 Synthesize information from more than one source to complete a task.
8.12 Identify objects by particular physical characteristics (e.g., size, shape, color).
8.13 Use addition, subtraction, multiplication and division to solve problems with single and multiple digit whole numbers.
8.14 Find information by skimming or scanning text (including lists and tables).
8.15 Select the appropriate course of action by using taste, touch, sight, or hearing.

9.	As material is unloaded, complete the **Unloading Report** (item number (Product code), description, number of pallets, number of boxes/rolls, units per box, total).	9.1	Read, write and count single and multiple digit whole numbers to complete a task or subtask.
		9.2	Transfer numbers, codes, dates, figures from equipment or written sources onto appropriate sections of forms.
		9.3	Read and understand job-specific words.
		9.4	Spell task-related words and abbreviations correctly.
		9.5	Interpret codes and symbols.
		9.6	Locate the space on a form to enter data.
		9.7	Transfer numbers, codes, dates, figures from equipment or written sources onto appropriate sections of forms.
10.	Use the forklift to take the product to the designated storage area and unload.	10.1	Use common knowledge for safety.
		10.2	Select the appropriate course of action by using taste, touch, sight, or hearing.
		10.3	Identify objects by particular physical characteristics (e.g., size, shape, color).
11.	Inspect the interior of the trailer and rate the cleanliness using GMP guidelines. If trailer does not pass guidelines, refuse load.	11.1	Apply preventative measures prior to task to minimize problems.
		11.2	Determine the presence of a defect or extent of damage.
		11.3	Follow directions to complete a task that includes observing.
		11.4	Determine the appropriate course of action in a particular situation.
		11.5	Select the appropriate course of action by using taste, touch, sight, or hearing.
		11.6	Communicate orally to describe and/or solve a problem.

12. Complete paperwork noting any discepancies (overages, shortages, incorrect materaisl) or damage. * **Truck Inspection and Pallet Report** * **Unloading Report** * **Packing slip** * **Bill of Lading** Apply signatures of driver and employee. Give copies to driver and Shipping Office.	12.1 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 12.2 Spell task-related words and abbreviations correctly. 12.3 Combine information from multiple sources that contribute to the completion of a task. 12.4 Synthesize information from more than one source to complete a task. 12.5 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 12.6 Identify and use appropriate sections of text and visual material to complete a task. 12.7 Locate the space on a form to enter data. 12.8 Enter data (create/generate) into the appropriate spaces on a form. 12.9 Transfer or copy exact data from other sources onto appropriate section of a form. 12.10 Use addition, subtraction, multiplication and division to solve problems with single and multiple digit whole numbers. 12.11 Determine if a solution to a mathematical problem is reasonable.
13. Mark off unloaded material on **Raw & Package Delivery Schedule.**	13.1 Find information by skimming or scanning text (including lists and tables). 13.2 Locate or compare information using a completed form.
IV. Rotating Stock	
1. Read code date and use a forklift to rotate stock so that older stock is in the front of racks.	1.1 Use common knowledge for safety. 1.2 Read and write months, days, and years. 1.3 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 1.4 Interpret codes and symbols.
V. Housekeeping/Safety	
1. Clean-up area and keep fire lanes clear.	1.1 Apply preventative measures prior to task to minimize problems. 1.2 Use common knowledge for safety.

VI. Inventory

1. Determine the need for more materials by company materials in storage against Production Schedule for the week. Inform supervisor.
    - 1.1 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
    - 1.2 Interpret codes and symbols.
    - 1.3 Read and understand job-specific words.
    - 1.4 Locate and extract information from an intersection of a row-by-column table or chart.
    - 1.5 Utilize information from tables, charts, or graphs to choose a course of action or solve a problem.
    - 1.6 Communicate orally to describe and/or solve a problem.

VII. Locate Stock

A. **Stocking**

1. Supply production lines, oil and milk rooms with stock by checking inventory against **Production Schedule**.
    - 1.1 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
    - 1.2 Interpret codes and symbols.
    - 1.3 Read and understand job-specific words.
    - 1.4 Locate and extract information from an intersection of a row-by-column table or chart.
    - 1.5 Utilize information from tables, charts, or graphs to choose a course of action or solve a problem.

2. Respond to requests via intercom and radio for stock by delivering stock and pallets to production lines, oil and milk rooms, and palletizing areas.
    - 2.1 Follow a procedure when asked.
    - 2.2 Use common knowledge for safety.
    - 2.3 Identify objects by particular physical characteristics (e.g., size, shape, color).

3. Using the forklift, return stock to appropriate storage area each night for shutdown.
    - 3.1 Use common knowledge for safety.
    - 3.2 Classify or match objects by color, size, or significant marking.
    - 3.3 Identify objects by particular physical characteristics (e.g., size, shape, color).

VIII. Receiving Customer Returns (defects, wrong product shipped)

1.	Read **Return of Shipment** form.	1.1	Find information by skimming or scanning text (including lists and tables).
		1.2	Read, write and count single and multiple digit whole numbers to complete a task or subtask.
2.	Unload completing the **Warehouseman's Unloading Report**. Copy the return authorization number in the receiving record number section. Apply employee signature.	2.1	Transfer numbers, codes, dates, figures from equipment or written sources onto appropriate sections of forms.
		2.2	Read, write and count single and multiple digit whole numbers to complete a task or subtask.
3.	Complete the **Returned Goods Report**.	3.1	Enter data (create/generate) into the appropriate spaces on a form.
		3.2	Locate the space on a form to enter data.

IX. Cooler Operations (stick and soft)

1.	Read Production Schedule.	1.1	Utilize information from tables, charts, or graphs to choose a course of action or solve a problem.
		1.2	Locate and extract information from an intersection of a row-by-column table or chart.

2.	Before the start of each shift, inspect assigned forklift using and completing the **Forklifts Daily Checklist**. If a forklift does not pass inspection, inform supervisor who will assign another forklift.	2.1 Read and write months, days, and years. 2.2 Read and understand job-specific words. 2.3 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 2.4 Locate the space on a form to enter data. 2.5 Enter data (create/generate) into the appropriate spaces on a form. 2.6 Determine the presence of a defect or extent of damage. 2.7 Apply preventative measures prior to task to minimize problems. 2.8 Record essential information in phrases or simple sentence form accurately and precisely. 2.9 Determine the appropriate course of action in a particular situation. 2.10 Communicate orally to describe and/or solve a problem. 2.11 Spell task-related words and abbreviations correctly. 2.12 Use common knowledge for safety.
3a.	(stick products) As pallets of product arrrive on the ramps from the palletizer, inspect each pallet for a pallet ticket and that the pallet ticket matches the product it is attached to. If a ticket is missing or is incorrect, inform the palletizer operator who makes-up a ticket. Sometimes the cooler man makes a ticket.	3.1 Apply preventative measures prior to task to minimize problems. 3.2 Determine the presence of a defect or extent of damage. 3.3 Classify or match objects by color, size, or significant marking. 3.4 Interpret codes and symbols. 3.5 Locate or compare information using a completed form. 3.6 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 3.7 Communicate orally to describe and/or solve a problem.
3b.	(soft products) As pallets of product arrive on the ramps from the palletizer, apply a pallet ticket (matching product code on ticket to product code on case) and a code date slip to each pallet.	3.1 Classify or match objects by color, size, or significant marking. 3.2 Interpret codes and symbols. 3.3 Read and write months, days, and years.
3c.	(unrefrigerated products) Pick-up from hallway. Check for correct pallet ticket and store in unrefrigerated section (heat room).	3.1 Interpret codes and symbols. 3.2 Classify or match objects by color, size, or significant marking.

4.	(stick and soft products) Complete the **Line Ticket Control** as a record of products (per pallet) received and stored. Enter the date, shift, page #, rack number, product code, and initials. Take the bottom part of the ticket off the pallet and attach to the **Line Ticket Control**.	4.1 Read and write months, days, and years. 4.2 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 4.3 Classify or match objects by color, size, or significant marking. 4.4 Interpret codes and symbols. 4.5 Locate the space on a form to enter data. 4.6 Enter data (create/generate) into the appropriate spaces on a form.
5.	As each ticket is added to the **Line Ticket Control**, verify that the tickets are numbered consecutively. If they are not numbered consecutively,	5.1 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 5.2 Determine the presence of a defect or extent of damage. 5.3 Apply preventative measures prior to task to minimize problems.
6.	Complete the **Finished Goods Transfer**. Record the product code number, location (line number), shift, date, and pallet ticket number.	6.1 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 6.2 Read and write months, days, and years. 6.3 Classify or match objects by color, size, or significant marking. 6.4 Interpret codes and symbols. 6.5 Locate the space on a form to enter data. 6.6 Enter data (create/generate) into the appropriate spaces on a form.
7.	Using the forklift, take the stock to an available rack and unload stock onto rack. Position the new stock behind the old stock. Work from bottom rack to top rack. When a rack is completely filled, use an available rack and begin a new **Line Ticket Control** form recording the new rack number on it. If a rack is not completely filled at the end of a shift, leave a note on the bulletin board for the next shift indicating that a certain rack is available.	7.1 Read and write months, days, and years. 7.2 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 7.3 Spell task-related words and abbreviations correctly. 7.4 Interpret codes and symbols. 7.5 Classify or match objects by color, size, or significant marking.
8.	At the end of a shift, pick-up **Line Ticket Control** forms and take to the production office.	8.1 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.

9.	Using the forklift, build racks as needed. On Monday morning, combine racks for start-up.	9.1	Use common knowledge for safety.
		9.2	Interpret codes and symbols.
		9.3	Classify or match objects by color, size, or significant marking.

Literacy Task Analysis
Lab Tester/Weight Tester

1. Testing the Milk Mixes (Lab Tester)
   A. **Receive a sample of a milk mix via the pneumatic tube from the milk room operator.**

1. Read the information on the sample container (i.e., milk type, tank number, line number, retest note).	1.1 Follow very specific step-by-step directions to perform a sequence of tasks. 1.2 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 1.3 Interpret codes and symbols. 1.4 Read and understand job-specific words (retest, SKU).
2. Record the information from the sample container (milk type, tank number, line number, retest note), the SKU number (refer to **Milk Specs** chart), the time in, and the tester initials on the **QC Milk Record.**	2.1 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 2.2 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 2.3 Interpret codes and symbols. 2.4 Write and tell time using a clock. 2.5 Read and understand job-specific words (type, tank, line, time-in, tester). 2.6 Locate the space on a form to enter data. 2.7 Enter data (create/generate) into the appropriate spaces on a form. 2.8 Locate information in a chart at intersections of rows and columns. 2.9 Read, write and compute percents to complete a task or subtask. 2.10 Read and write common fractions to complete a task or subtask. 2.11 Read and understand abbreviations, contractions and acronyms (See Milk Specs chart for the whole range of abbreviations, contractions, and acronyms used. Ex. FL. Ex-light 40% 1/4 #stick).

B. Perform the pH test as needed. Refer to **Milk Specs Chart**.

1. Rinse off the probe with distilled water and dab. Stick probe mix sample.	1.1 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 1.2 Select the appropriate course of action by using taste, touch, sight, or hearing. 1.3 Read two- or more column charts to obtain information.
2. Press 3 ("measure") on pH meter and wait until valve stabilizes. Read pH amount (e.g., 4.75) and round off (e.g., 4.75 = 4.8).	2.1 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 2.2 Use test equipment to analyze product composition (i.e., chemical, moisture). 2.3 Read and interpret readings on test equipment. 2.4 Read and write decimals to one or more places to complete a task or subtask. 2.5 Round off decimals to one or more places to complete a task or subtask. 2.6 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 2.7 Read and understand job-specific words (Measure).
3. Record this amount in the pH column of the **QC Milk Record**.	3.1 Transfer or copy exact data from other sources onto appropriate section of a form. 3.2 Read and understand job-specific words (pH). 3.3 Read and write decimals to one or more places to complete a task or subtask.

4. Compare this number with pH specifications for the type of product on the Milk Specs chart.

4.1 Locate information in a chart at intersections of rows and columns.
4.2 Read and understand job-specific words (Milk specs, product).
4.3 Read and write decimals to one or more places to complete a task or subtask.
4.4 Understand and compute averages, ranges or ratios.
4.5 Read, write and compute percents to complete a task or subtask.
4.6 Interpret codes and symbols.
4.7 Read and write common fractions to complete a task or subtask.
4.8 Read and understand abbreviations, contractions and acronyms.
4.9 Apply information from tables or graphs to locate malfunctions or select actions.
4.10 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
4.11 Locate or compare information using a completed form.

5. If sample is out of spec, circle in red and inform milk room operator. Perform a retest on another sample from milk tank. Record retest information in comments/adjustments column of QC Milk Record.

5.1 Determine the presence of a defect or extent of damage.
5.2 Communicate orally to describe and/or solve a problem.
5.3 Understand verbal information/directions.
5.4 Write brief descriptive accounts of activities or transactions performed.
5.5 Spell task-related words and abbreviations correctly.
5.6 Determine the appropriate course of action in a particular situation.
5.7 Synthesize information from more than one source to complete a task.
5.8 Locate the space on a form to enter data.
5.9 Enter data (create/generate) into the appropriate spaces on a form.

6. Take probe out of sample, rinse off, and put back in water. Press "stand by" on the pH meter.

6.1 Select the appropriate course of action by using taste, touch, sight, or hearing.
6.2 Read and understand job-specific words (Standby).

C. Perform ION(benzoate and sorbate) test.

1. Place 1,000ml volumetric flask on scale and tare out. Fill flask with approximately 1 gram of milk mix and weigh. Milk weights should be between 0.9 grams-1.2 grams.	1.1 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 1.2 Use test equipment to analyze product composition (i.e., chemical, moisture). 1.3 Read and interpret readings on test equipment. 1.4 Read and write decimals to one or more places to complete a task or subtask.
2. Record the exact weight in the milk weight column of the **QC Milk Record**.	2.1 Transfer or copy exact data from other sources onto appropriate section of a form. 2.2 Read and understand job-specific words (Milk weight, ION, Chromatograph). 2.3 Read and write decimals to one or more places to complete a task or subtask.
3. Fill flask and sample with the sodium borate solution to the fill line. Place stopper in flask and shake flask vigorously. Transfer milk mix/borate solution from flask to clean plastic specimen container. Fill (1/2 cc) syringe with the milk mix. Get air out of syringe.	3.1 Select the appropriate course of action by using taste, touch, sight, or hearing. 3.2 Read and understand measurements in standard English units or metric units. 3.3 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
4. Write SKU number on computer print out. (Refer to **Milk Specs** chart for SKU number.)	4.1 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 4.2 Interpret codes and symbols. 4.3 Find information by skimming or scanning text (including lists and tables). 4.4 Interpret codes and symbols. 4.5 Read two- or more column charts to obtain information.
5. Inject approximately 10 units of sample into ION Chromatograph (until sample comes out of tubing into waste container). Press A (INJ/END) and B (INJ/END) on the ION Chromatograph.	5.1 Use test equipment to analyze product composition (i.e., chemical, moisture). 5.2 Read and understand abbreviations, contractions and acronyms (INJ).

6. When test is complete, read the benzoate and sorbate results from the print out (e.g., 0.156). For both the benzoate and sorbate readings, use a calculator to divide the results from the ION print out by the weight of the milk mix. Round off (e.g., 0.156 = 0.16) into the **QC Milk Record**. Record these numbers in the benzoate and sorbate columns on the **QC Milk Record** and indicate in the ION# column the number of the ION chromatograph used, either 1 or 2.

6.1 Round off decimals to one or more places to complete a task or subtask.
6.2 Read and write decimals to one or more places to complete a task or subtask.
6.3 Use a calculator to perform basic arithmetic operations to solve problems.
6.4 Determine if a solution to a mathematical problem is reasonable.
6.5 Add, subtract, multiply and divide decimals to one and more places to solve a problem.
6.6 Identify and use appropriate sections of text and visual material to complete a task.
6.7 Follow directions to complete a task that includes reading and identifying information.
6.8 Read and understand job-specific words (benzoate, sorbate).
6.9 Determine if a solution to a mathematical problem is reasonable.
6.10 Transfer or copy exact data from other sources onto appropriate section of a form.
6.11 Read and write decimals to one or more places to complete a task or subtask.
6.12 Read and understand job-specific words.
6.13 Read, write and count single and multiple digit whole numbers to complete a task or subtask.

7. Compare these results (both benzoate and sorbate) with the benzoate and sorbate specifications (a range, e.g., .09-.19) per product on the Milk Specs chart. If within specification, accept. If the numbers are out of spec, circle in red. If the benzoate and sorbate readings are slightly out of spec (0.01 high or low), inform lab supervisor/technician for possible approval. If the benzoate and sorbate readings are more than 0.01 of a point out of spec, inform the milk room operator and retest another sample of the milk mix. No more than one retest for a sample is permitted without an adjustment by the milk room operator.	7.1 Determine the presence of a defect or extent of damage. 7.2 Locate information in a chart at intersections of rows and columns. 7.3 Read and write decimals to one or more places to complete a task or subtask. 7.4 Understand and compute averages, ranges or ratios. 7.5 Apply information from tables or graphs to locate malfunctions or select actions. 7.6 Read and understand abbreviations, contractions and acronyms (Sorb., Benz.). 7.7 Interpret codes and symbols. 7.8 Read, write and compute percents to complete a task or subtask. 7.9 Locate or compare information using a completed form. 7.10 Determine the appropriate course of action in a particular situation. 7.11 Determine the presence of a defect or extent of damage. 7.12 Read and write decimals to one or more places to complete a task or subtask. 7.13 Communicate orally to describe and/or solve a problem. 7.14 Understand verbal information/directions. 7.15 Synthesize information from more than one source to complete a task.
D. Perform salt (silver nitrate, AgNO3) test.	
1. Measure 2 grams of milk mix into a beaker. Add a dropper of potassium chromate. To mix, drop magnet (stir bar) into milk mix.	1.1 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 1.2 Read and understand measurements in standard English units or metric units. 1.3 Read and understand job-specific words (potassium chromate).
2. Add approximately 150 ml of hot water. Put under buret and add silver nitrate until the mix first turns a light red color and holds.	2.1 Read and understand measurements in standard English units or metric units. 2.2 Read and interpret the markings on a scale.? 2.3 Select the appropriate course of action by using taste, touch, sight, or hearing.

3. Read the number on the buret and use a calculator divide by 2. This is the salt reading.

3.1 Read and interpret the markings on a scale.
3.2 Use a calculator to perform basic arithmetic operations to solve problems.
3.3 Determine if a solution to a mathematical problem is reasonable.
3.4 Read and write decimals to one or more places to complete a task or subtask.

4. Record the reading in the AgNO3 column on the **QC Milk Record**. Record using decimals.

4.1 Read and write decimals to one or more places to complete a task or subtask.
4.2 Read and understand job-specific words (AgNO3, silver nitrate).
4.3 Transfer or copy exact data from other sources onto appropriate section of a form.

5. Compare this number against the salt specifications per product on the **Milk Specs** chart. If sample is within spec, accept. If out of spec, circle in red and inform milk room operator that the sample is either too high or too low and retest.

5.1 Understand and compute averages, ranges or ratios.
5.2 Read and write decimals to one or more places to complete a task or subtask.
5.3 Locate information in a chart at intersections of rows and columns.
5.4 Apply information from tables or graphs to locate malfunctions or select actions.
5.5 Determine the presence of a defect or extent of damage.
5.6 Read and understand job-specific words (Salt).
5.7 Determine the appropriate course of action in a particular situation.
5.8 Communicate orally to describe and/or solve a problem.
5.9 Synthesize information from more than one source to complete a task.

6. Discard sample into hazardous waste canister and fill buret up to "0" with silver nitrate for the next test.

6.1 Use common knowledge for safety.
6.2 Read and interpret the markings on a scale.

E. Perform moisture test.	
1. Press "tare" on the microwave. Remove sample pads from the microwave. Spread milk mix between rough sides of sample pads. Measure out enough to fall between arrows on microwave. If not within correct area on the microwave, start over. Press "start" on microwave.	1.1 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 1.2 Read and understand job-specific words (Tare, Start). 1.3 Use test equipment to analyze product composition (i.e., chemical, moisture). 1.4 Select the appropriate course of action by using taste, touch, sight, or hearing. 1.5 Read and interpret the markings on a scale.
2. When test is completed (5 beeps), read moisture level (e.g., 9.90%). Moisture level is automatically sent to Data Collection Engine. Disposition moisture to scrap.	2.1 Read and interpret readings on test equipment. 2.2 Read and write decimals to one or more places to complete a task or subtask. 2.3 Read, write and compute percents to complete a task or subtask. 2.4 Read and interpret the markings on a scale.
3. Record moisture level in the appropriate column on the **QC Milk Record.**	3.1 Transfer or copy exact data from other sources onto appropriate section of a form. 3.2 Read and write decimals to one or more places to complete a task or subtask. 3.3 Read and understand job-specific words (Moisture).
4. Compare the moisture level of the sample milk mix to the moisture specification (a range, e.g., 92.00-94.00) per product on the **Milk Specs** chart. If the sample is within specs, accept and inform milk room operator. If sample is out of spec, circle in red and inform milk room operator if it is too high or too low. Retest.	4.1 Understand and compute averages, ranges or ratios. 4.2 Read and write decimals to one or more places to complete a task or subtask. 4.3 Locate information in a chart at intersections of rows and columns. 4.4 Apply information from tables or graphs to locate malfunctions or select actions. 4.5 Determine the presence of a defect or extent of damage. 4.6 Determine the appropriate course of action in a particular situation. 4.7 Synthesize information from more than one source to complete a task. 4.8 Communicate orally to describe and/or solve a problem.

F. Enter milk moistures into the computer.	
1. Read milk moisture levels for SKU. Select correct line number on the computer screen. Press "enter" twice. Select "milk mixes." Press "F8". Enter amount (e.g., 90.66). Press "enter" twice.	1.1 Read and write decimals to one or more places to complete a task or subtask. 1.2 Understand the operation of a computer keyboard. 1.3 Observe and monitor a process using a computer screen. 1.4 Read and respond to computer commands. 1.5 Transfer data from a source (forms, gauges, scales, etc.) into a computer program. 1.6 Enter data into the appropriate sections of a computer program. 1.7 Read and understand job-specific words (ENTER, milk mixes).
G. Complete QC Milk Record	
1. When all tests and retests for a milk mix are completed, record time out on QC Milk Record.	1.1 Locate information in a chart at intersections of rows and columns. 1.2 Write and tell time using a clock. 1.3 Locate the space on a form to enter data. 1.4 Enter data (create/generate) into the appropriate spaces on a form.
II. Testing The Products (Weight Tester and Lab Tester)	
A. Perform weight tests (Weight Tester). Each hour five (5) consecutive lbs. (or packages) of product are weighed from each line.	
1. Tare Scale. Depress bar on scale so that scale reads zero. Place packaging material and weights on scale. Depress bar to read zero. (Scale will read negative number when nothing is on scale. Scale will read zero when packaging material and weights are on scale.)	1.1 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 1.2 Use a measuring device to determine an object's weight, distance or volume in standard (English) units or metric units. 1.3 Read and interpret the markings on a scale. 1.4 Read and understand measurements in standard English units or metric units. 1.5 Understand and use signed (positive and negative) numbers.

2. Each hour weigh five (5) CONSECUTIVE packages from each line. Read and record the weight of each sample on the **Weight Control** form.

2.1 Read and understand measurements in standard English units or metric units.
2.2 Write and tell time using a clock.
2.3 Locate the space on a form to enter data.
2.4 Enter data (create/generate) into the appropriate spaces on a form.
2.5 Transfer or copy exact data from other sources onto appropriate section of a form.
2.6 Classify or match objects by color, size, or significant marking.
2.7 Use a measuring device to determine an object's weight, distance or volume in standard (English) units or metric units.
2.8 Read and interpret the markings on a scale.
2.9 Read and write numbers or symbols from time, weight, distance, temperature and volume measuring scales.
2.10 Understand and use signed (positive and negative) numbers.
2.11 Read and write decimals to one or more places to complete a task or subtask.

3. Using a calculator, compute the average of the 5 samples (i.e., the sum of 5 weights divided by 5). Record the average (AVG) on the **Weight Control** form.

3.1 Locate the space on a form to enter data.
3.2 Enter data (create/generate) into the appropriate spaces on a form.
3.3 Use a calculator to perform basic arithmetic operations to solve problems.
3.4 Transfer or copy exact data from other sources onto appropriate section of a form.
3.5 Solve problems by selecting and using correct order of operations.
3.6 Read and write decimals to one or more places to complete a task or subtask.
3.7 Determine if a solution to a mathematical problem is reasonable.
3.8 Understand and compute averages, ranges or ratios.
3.9 Read and understand job-specific words (average).

4. Compute the range of the 5 samples (the difference between the highest and lowest individual weights). Record on the **Weight Control** form.	4.1 Add, subtract, multiply and divide decimals to one and more places to solve a problem. 4.2 Locate the space on a form to enter data. 4.3 Enter data (create/generate) into the appropriate spaces on a form. 4.4 Determine if a solution to a mathematical problem is reasonable. 4.5 Read and write decimals to one or more places to complete a task or subtask. 4.6 Understand and compute averages, ranges or ratios.
5. Plot the average of the weights on the graph on the **Weight Control** form.	5.1 Plot a point on a chart/graph. 5.2 Enter appropriate information onto a form.
6. Interpret the graph. A) If product is above or below specified weight, instruct operator to adjust weight. Refer to Upper and Lower Control Limits. Perform a retest after adjustment is made. B) If product average is 5 grams below LCL (Lower Control Limit), inform lab tech or lab supervisor and maintenance immediately. C) If one or more product packages are -20g, shut the line down and inform lab technician/supervisor and maintenance immediately.	6.1 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 6.2 Combine information from multiple sources that contribute to the completion of a task. 6.3 Determine the presence of a defect or extent of damage. 6.4 Determine the appropriate course of action in a particular situation. 6.5 Communicate orally to describe and/or solve a problem. 6.6 Read and understand job-specific words (LCL - Lower Control Limit). 6.7 Understand and use technical terms. 6.8 Make inferences from text. 6.9 Apply preventative measures prior to task to minimize problems. 6.10 Recognize cause and effect; predict outcomes. 6.11 Find appropriate section of a reference source (e.g., sentence, paragraph, etc.) to answer a specific question.

7. After the last pick up of the shift, use a calculator to compute: A) the average shift overpack (i.e., sum of all averages divided by the number of tests for the shift. B) the shift percentage overpack (i.e., average overpack divided by the label weight and multiplied by 100). C) The shift average range (i.e., sum of ranges divided by the number of tests for the shift). * Record A, B, & C on Weight Control Form. 1. Use all retest data to calculate the shift average, percent overpack and range. 2. Do not use results of a pick up ONLY if the product was put on hold by the lab technician/supervisor.	7.1 Read and understand job-specific words (target, control limits, averages, overpack, range, label weight). 7.2 Use a calculator to perform basic arithmetic operations to solve problems. 7.3 Determine if a solution to a mathematical problem is reasonable. 7.4 Solve problems by selecting and using correct order of operations. 7.5 Understand and compute averages, ranges or ratios. 7.6 Locate the space on a form to enter data. 7.7 Enter data (create/generate) into the appropriate spaces on a form. 7.8 Understand and use technical terms. 7.9 Follow a procedure when asked. 7.10 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 7.11 Read and write decimals to one or more places to complete a task or subtask.
8. Report all shift averages which are negative (i.e., below label weight) to the lab technician/supervisor.	8.1 Determine the appropriate course of action in a particular situation. 8.2 Communicate orally to describe and/or solve a problem. 8.3 Understand and use signed (positive and negative) numbers.
B. Perform the sediment test on finished product (Lab Tester). This test is performed twice each shift per line and at start-up of new product on a line.	
1. Write date, time, and line number in sediment pad.	1.1 Write and tell time using a clock. 1.2 Read and write months, days, and years. 1.3 Read, write and count single and multiple digit whole numbers to complete a task or subtask.

2. Put approximately 1/4 of pound of the product into a microwavable container. Add hot, distilled water to product. Heat in microwave until product is melted.	2.1 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 2.2 Recognize cause and effect; predict outcomes. 2.3 Select the appropriate course of action by using taste, touch, sight, or hearing.
3. Put sediment pad below strainer and pour melted product into strainer and through sediment pad. Rinse the sides of the strainer with hot water.	3.1 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
4. Visually check sediment pad for any suspicious particles. If no sediments are found, approve sample. If sediments are found, place sediment pad under stereoscope to look at suspicious particles only. Obtain second opinion from lab technician.	4.1 Determine the presence of a defect or extent of damage. 4.2 Select the appropriate course of action by using taste, touch, sight, or hearing. 4.3 Identify objects by particular physical characteristics (e.g., size, shape, color). 4.4 Use test equipment to analyze product composition (i.e., chemical, moisture). 4.5 Determine the appropriate course of action in a particular situation. 4.6 Communicate orally to describe and/or solve a problem. 4.7 Synthesize information from more than one source to complete a task. 4.8 Understand verbal information/directions.
5. Record results of test on the **Quality Control Sediment Report**. Note sediments observed.	5.1 Read and write numbers or symbols from time, weight, distance, temperature and volume measuring scales. 5.2 Read and write months, days, and years. 5.3 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 5.4 Locate the space on a form to enter data. 5.5 Enter data (create/generate) into the appropriate spaces on a form. 5.6 Read and understand job-specific words (sediment, normal residue, foil, excess carbon, inspector).

C. Perform Viscosity Test on Line 23 (every 40 mins.) (Lab Tester).	
1. Fill 200mls of product into a glass 250ml beaker. Set timer for 5 minutes. Put #5 spindle (disc) on Viscometer (Brookfield). (Viscometer speed is set at 100. Do not change.)	1.1 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 1.2 Use test equipment to analyze product composition (i.e., chemical, moisture). 1.3 Write and tell time using a clock.
2. Lower spindle into product to notch line on spindle (approx. 1.5" above spindle). At the end of 5 minutes, take reading (stop viscometer) on the fourth revolution on the dial indicator. (i.e., if reading includes a fraction, 30 1/2, change fraction to decimal, 30.5) Multiply this number by 200. This number is the cps or viscosity reading.	2.1 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 2.2 Convert fractions to decimals, fractions to decimals or mixed numbers to complete a task. 2.3 Use addition, subtraction, multiplication and division to solve problems with single and multiple digit whole numbers. 2.4 Use test equipment to analyze product composition (i.e., chemical, moisture).
3. Record the date, time, reading, cps, and initials of tester in the viscosity record book.	3.1 Write and tell time using a clock. 3.2 Read and write months, days, and years. 3.3 Read and write decimals to one or more places to complete a task or subtask. 3.4 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 3.5 Locate the space on a form to enter data. 3.6 Enter data (create/generate) into the appropriate spaces on a form. 3.7 Read and understand job-specific words (CPS, viscosity). 3.8 Transfer or copy exact data from other sources onto appropriate section of a form.

4. Compare reading to the viscosity specifications (a range, e.g., 5,000-8,00) listed in the viscosity record book. If out spec, circle the cps reading in red and inform the lab technician.	**4.1 Understand and compute averages, ranges or ratios.** **4.2 Read, write and count single and multiple digit whole numbers to complete a task or subtask.** **4.3 Determine the appropriate course of action in a particular situation.** **4.4 Synthesize information from more than one source to complete a task.** **4.5 Determine the presence of a defect or extent of damage.** 4.6 Communicate orally to describe and/or solve a problem.
D. Perform Viscosity Test on the Blue Bonnet Liquid (every 40 mins.) (Lab Tester).	
1. Fill 250ml glass beaker with 200mls of product. Put #4 spindle (disc) on viscometer. (Viscometer speed is set at 100. Do not change.)	1.1 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 1.2 Use test equipment to analyze product composition (i.e., chemical, moisture).
2. Lower spindle into product to notch line on spindle (approx. 1.5" above spindle). At the end of 5 minutes, take reading (stop viscometer) on the fourth revolution on the dial indicator. Take reading after one revolution of dial indicator. Multiply reading times 100. This number is the cps or viscosity reading.	2.1 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 2.2 Use addition, subtraction, multiplication and division to solve problems with single and multiple digit whole numbers.
3. Record the date, time, reading, cps, and initials of tester in the viscosity record book.	3.1 Write and tell time using a clock. 3.2 Read and write months, days, and years. 3.3 Read and write decimals to one or more places to complete a task or subtask. 3.4 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 3.5 Locate the space on a form to enter data. 3.6 Enter data (create/generate) into the appropriate spaces on a form. 3.7 Transfer or copy exact data from other sources onto appropriate section of a form.

4. Compare reading to the viscosity specifications (a range, e.g., 1600-4000) listed in the viscosity record book. If out of spec, circle the cps reading in red and inform lab technician.	4.1 Understand and compute averages, ranges or ratios. 4.2 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 4.3 Determine the appropriate course of action in a particular situation. 4.4 Synthesize information from more than one source to complete a task. 4.5 Determine the presence of a defect or extent of damage. 4.6 Communicate orally to describe and/or solve a problem.
E. Perform nitrogen determination test for soft whipped products (Weight Tester). (Performed each hour, 3 cups per hour per product).	
1. Fill clean density cup with product as it fills in the line. Tap cup several times to completely fill cup. Clean sides of cup and level off with a knife.	1.1 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 1.2 Select the appropriate course of action by using taste, touch, sight, or hearing.
2. Tare scale to zero. Weigh density cup with product in it.	2.1 Use a measuring device to determine an object's weight, distance or volume in standard (English) units or metric units.
3. Record weight on the **Nitrogen Determination for Whipped Product** form.	3.1 Read and write decimals to one or more places to complete a task or subtask. 3.2 Transfer or copy exact data from other sources onto appropriate section of a form. 3.3 Read and understand job-specific words (nitrogen).
4. Determine percentage of nitrogen using the **Nitrogen Determination Table**. Record on the **Nitrogen Determination for Whipped Products** form.	4.1 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 4.2 Read and write decimals to one or more places to complete a task or subtask. 4.3 Read, write and compute percents to complete a task or subtask. 4.4 Read two- or more column charts to obtain information.

5. Compare results with specs on the **Nitrogen Determination for Whipped Products** chart (product must weigh 223-231 grams and have 31.3-35.01% nitrogen). Use correct chart for specific SKU. If out of specs, inform line operator and lab technician. Retest density after adjustments are made.	5.1 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 5.2 Synthesize information from more than one source to complete a task. 5.3 Read, write and compute percents to complete a task or subtask. 5.4 Read and write decimals to one or more places to complete a task or subtask. 5.5 Transfer or copy exact data from other sources onto appropriate section of a form. 5.6 Understand and compute averages, ranges or ratios. 5.7 Determine the presence of a defect or extent of damage. 5.8 Communicate orally to describe and/or solve a problem. 5.9 Determine the appropriate course of action in a particular situation.
F. Perform Moisture Tests on Finished Product (Lab Tester)	
1. Take one sample of product per line every forty minutes. Write the line number on the product. Take samples to lab.	1.1 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 1.2 Write and tell time using a clock. 1.3 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 1.4 Identify objects by particular physical characteristics (e.g., size, shape, color).
2. Select appropriate microwave oven. Each microwave oven is specified to be used for certain lines. Note on oven indicates. Press "tare" on microwave.	2.1 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 2.2 Use test equipment to analyze product composition (i.e., chemical, moisture). 2.3 Recognize cause and effect; predict outcomes. 2.4 Read and understand job-specific words (tare).

3. Remove sample pads from microwave. Scrape off top portion of product. Take sample from middle of product and spread between rough sides of the sample pads. Measure out enough to fall between arrows on microwave scale. (If amount does not fall within areas indicated, throw out pads and start over). Press "start" on microwave.	3.1 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 3.2 Select the appropriate course of action by using taste, touch, sight, or hearing. 3.3 Use test equipment to analyze product composition (i.e., chemical, moisture). 3.4 Read and interpret the markings on a scale.
4. When test is complete, read moisture level (e.g., 29.50%).	4.1 Read and interpret readings on test equipment. 4.2 Read and write decimals to one or more places to complete a task or subtask. 4.3 Read, write and compute percents to complete a task or subtask.

5. Compare the moisture level of the product sample to the specifications on the **Moisture and Salt Specifications for Product Chart**. Enter information into STATFACS by indicating which line product was made on the DCE (Data Collection Engine) computer. All information is to be sent to SATFACS, unless a retest is necessary. Reset microwave for next weight test. Put two clean sample pads in microwave, rough sides together. Select F4, "TARE". If sample is out of spec, retest. If sample is still out of spec, inform a lab technician and ask if another retest should be performed or if sample should be accepted and sent to STATFACS.

5.1 Apply information from tables or graphs to locate malfunctions or select actions.
5.2 Locate information in a chart at intersections of rows and columns.
5.3* Read and understand abbreviations, contractions and acronyms (LCL, UCL).
5.4 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
5.5 Read and write decimals to one or more places to complete a task or subtask.
5.6 Understand and compute averages, ranges or ratios.
5.7 Read and understand symbols and codes (e.g., colon, percent sign, w/, etc.).
5.8 Interpret codes and symbols.
5.9 Read and understand job-specific words (target).
5.10 Determine the presence of a defect or extent of damage.
5.11 Synthesize information from more than one source to complete a task.
5.12 Determine the appropriate course of action in a particular situation.
5.13 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
5.14 Recognize cause and effect; predict outcomes.
5.15 Understand the operation of a computer keyboard.
5.16 Enter data into the appropriate sections of a computer program.
5.17 Communicate orally to describe and/or solve a problem.
5.18 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
5.19 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
5.20 Select the appropriate course of action by using taste, touch, sight, or hearing.
5.21 Use a measuring device to determine an objects chemical composition.

G.	**Perform Package and Product Quality Evaluation (Weight Tester) (performed four times a day per line and is completed during the weight tests).**		
1.	Check tubs and lids for appearance and fill. Check sleeve for correct UPC code, appearance, tubs match and correct code date. Check case for correct UPC code, flap appearance, and correct date code.	1.1	Determine the presence of a defect or extent of damage.
		1.2	Interpret codes and symbols.
		1.3	Select the appropriate course of action by using taste, touch, sight, or hearing.
		1.4	Read, write and count single and multiple digit whole numbers to complete a task or subtask.
		1.5	Read and write months, days, and years.
		1.6	Identify objects by particular physical characteristics (e.g., size, shape, color).
2.	Record results of check on the **Stick Product and Evaluation** form.	2.1	Read, write and count single and multiple digit whole numbers to complete a task or subtask.
		2.2	Read and understand job-specific words (UPC Code).
		2.3	Read and write months, days, and years.
		2.4	Spell task-related words and abbreviations correctly.
		2.5	Locate the space on a form to enter data.
		2.6	Enter data (create/generate) into the appropriate spaces on a form.
3.	If out of specification, inform lab technician immediately.	3.1	Communicate orally to describe and/or solve a problem.
H.	Perform silver nitrate test for product (Lab Tester). (Perform salt test on product within one hour of start-up on Monday, after line has been down, after CIP, changeover to another product, on bakery line every shift, and on any line experiencing problems).		
1.	Measure ten grams of product into beaker. Add approximately 50 mls of hot distilled water. Cook in microwave for approximately 1 minute on high to melt product. Put in stir bar and add 1/2 dripper of Potassium chromate.	1.1	Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
		1.2	Use test equipment to analyze product composition (i.e., chemical, moisture).
		1.3	Write and tell time using a clock.

2. Put under buret on stir plate and add silver nitrate until sample first turns a light red color and holds color for 30 seconds.	2.1 Select the appropriate course of action by using taste, touch, sight, or hearing. 2.2 Recognize cause and effect; predict outcomes. 2.3 Use test equipment to analyze product composition (i.e., chemical, moisture).
3. Read the number on the buret tube (i.e., 27) and divide by 10. This is the salt reading (i.e., 2.7).	3.1 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 3.2 Read and interpret the markings on a scale. 3.3 Read and interpret readings on test equipment.
4. Record this reading on the QC Product Salt Record.	4.1 Read and write decimals to one or more places to complete a task or subtask. 4.2 Locate the space on a form to enter data. 4.3 Enter data (create/generate) into the appropriate spaces on a form.

5. Check the reading against the **Moisture and Salt Specs for Product** chart. If sample is within specs, accept. If sample is out of spec, circle in red and inform lab technician. Retest.	5.1 Determine the presence of a defect or extent of damage. 5.2 Communicate orally to describe and/or solve a problem. 5.3 Apply information from tables or graphs to locate malfunctions or select actions. 5.4 Locate information in a chart at intersections of rows and columns. 5.5 Read and understand abbreviations, contractions and acronyms (). 5.6 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 5.7 Read and write decimals to one or more places to complete a task or subtask. 5.8 Understand and compute averages, ranges or ratios. 5.9 Read and understand symbols and codes (e.g., colon, percent sign, w/, etc.). 5.10 Interpret codes and symbols. 5.11 Read and understand job-specific words. 5.12 Synthesize information from more than one source to complete a task. 5.13 Determine the appropriate course of action in a particular situation. 5.14 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
6. Discard sample into correct hazardous waste canister and fill buret up to "0" with silver nitrate for next test.	6.1 Use common knowledge for safety. 6.2 Read and interpret the markings on a scale.

III. Testing emulsions for moisture (Lab Tester).

A. Perform an emulsion test. (An emulsion test is performed on each line before it starts up and at the start-up of a new line or batch. The line operator brings a sample of the emulsion to the lab tester.)

1. Press "tare" on the microwave. Remove the sample pads and spread sample between the rough sides of the sample pads. Measure out enough to fall between the arrows on the microwave. If amount does not fall within range, discard pad and start over. Press "start" on the microwave.	1.1 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 1.2 Select the appropriate course of action by using taste, touch, sight, or hearing. 1.3 Use a measuring device to determine an objects chemical composition. 1.4 Read and interpret the markings on a scale.
2. When test is complete, read moisture level (e.g., 15.29%).	2.1 Read and interpret readings on test equipment. 2.2 Read and write decimals to one or more places to complete a task or subtask. 2.3 Read, write and compute percents to complete a task or subtask.
3. Record moisture reading, the line number, SKU, and time on the **Emulsion and Remelt Moisture Results** form.	3.1 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 3.2 Interpret codes and symbols. 3.3 Write and tell time using a clock. 3.4 Read and write decimals to one or more places to complete a task or subtask. 3.5 Read and understand job-specific words (emulsion, remelt, moisture). 3.6 Locate the space on a form to enter data. 3.7 Enter data (create/generate) into the appropriate spaces on a form. 3.8 Read and write months, days, and years.

4. Compare the moisture reading for this emulsion sample against the moisture specifications per product on the **Moisture and Salt for Product** chart. If within specs, accept sample. If out of specification, inform the lab technician. Retest.

4.1 Apply information from tables or graphs to locate malfunctions or select actions.
4.2 Locate information in a chart at intersections of rows and columns.
4.3 Determine the presence of a defect or extent of damage.
4.4 Read and understand abbreviations, contractions and acronyms ().
4.5 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
4.6 Read and write decimals to one or more places to complete a task or subtask.
4.7 Understand and compute averages, ranges or ratios.
4.8 Read and understand symbols and codes (e.g., colon, percent sign, w/, etc.).
4.9 Interpret codes and symbols.
4.10 Read and understand job-specific words.
4.11 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
4.12 Communicate orally to describe and/or solve a problem.
4.13 Synthesize information from more than one source to complete a task.

IV. Testing remelt for moisture and solids (Lab Tester).

A. Perform a remelt test. A remelt test is performed any time a remelt tank is mixed and is ready to be sent to production pending the results of this test. The remelt room operator brings a sample of the remelt to the lab tester.

1. Press "tare" on the microwave. Remove the sample pads and spread a sample of the remelt the rough sides of the sample pads. Measure out enough to fall between the arrows on the microwave. If amount does not fall within range, discard pads and start over. Press "start" on the microwave.

1.1 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
1.2 Select the appropriate course of action by using taste, touch, sight, or hearing.
1.3 Read and interpret the markings on a scale.
1.4 Read and interpret readings on test equipment.
1.5 Use test equipment to analyze product composition (i.e., chemical, moisture).

2. When test is complete, read moisture level (e.g., .67%).	**2.1 Read and interpret readings on test equipment.** **2.2 Read and write decimals to one or more places to complete a task or subtask.** 2.3 Read, write and compute percents to complete a task or subtask.
3. Record this moisture reading along with the line number, SKU number, and the time on the **Emulsion and Remelt Moisture Results** form. Retest until acceptable.	3.1 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 3.2 Interpret codes and symbols. 3.3 Read and write decimals to one or more places to complete a task or subtask. 3.4 Read and understand job-specific words. 3.5 Locate the space on a form to enter data. 3.6 Enter data (create/generate) into the appropriate spaces on a form. 3.7 Read and write months, days, and years. 3.8 Write and tell time using a clock.
4. Sample must be 3.0% moisture before it can be released for use.	4.1 Determine the presence of a defect or extent of damage. 4.2 Read, write and compute percents to complete a task or subtask.
V. Preparing the **New Indy Weight Control** forms (Weight Tester).	
A. Prepare the **New Indy Weight Control** forms. The third shift lab tester prepares the forms for use for the next day for all three shifts for each line.	
1. Fill-in the top portion of the form (date, SKU, product, label weight, line, code date).	1.1 Read and write months, days, and years. 1.2 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 1.3 Interpret codes and symbols. 1.4 Spell task-related words and abbreviations correctly.

2. Using the posted **Quality Control Weight Limits**, record the LCL (lower control limit), the target weight, and the UCL (upper control limit) for each line.	2.1 Read and write decimals to one or more places to complete a task or subtask. 2.2 Locate the space on a form to enter data. 2.3 Enter data (create/generate) into the appropriate spaces on a form. 2.4 Read and understand job-specific words.
VI. Calibration (Lab Tester)	
A. Calibrate the microwave oven. All ovens are calibrated once per shift.	
1. Take sample pads out of oven. Press "tare" on microwave. Put weight (50 grams) in microwave.	1.1 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
2. Read the number on the microwave (e.g., 49.9845g). Record this number and the date, shift, oven number, and initials of the lab tester in Record Book.	2.1 Read and interpret readings on test equipment. 2.2 Read and write decimals to one or more places to complete a task or subtask. 2.3 Read and understand measurements in standard English units or metric units. 2.4 Read and write months, days, and years. 2.5 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 2.6 Locate the space on a form to enter data. 2.7 Enter data (create/generate) into the appropriate spaces on a form.
3. Clean microwave vents with a brush. Check vent column in **Record Book**.	3.1 Locate the space on a form to enter data. 3.2 Enter data (create/generate) into the appropriate spaces on a form.
4. Take out weight. Put sample pads back in oven. Press "tare" on microwave.	4.1 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 4.2 Use a measuring device to determine an objects chemical composition. 4.3 Read and understand job-specific words.

C Operator Literacy Task Analysis

I. Casepacker Responsibilities

On soft lines (18, 19, 20), the casepacker is a separate C operator job. On all other lines, it is part of the votator's responsibilities.

A. Start up the line.

1. Check the production schedule for the correct line assignment, SKU and code date.
    - 1.1 Read or write a numeral number (digits, integers, decimals, etc.).
    - 1.2 Read two- or more column charts to obtain information.
    - 1.3 Apply information from tables or graphs to locate malfunctions or select actions.
    - 1.4 Read and understand symbols and codes (e.g., colon, percent sign, w/, etc.).
    - 1.5 Read and understand job-specific words (production schedule, SKU [i.e., recipe number], code date).
2. Pick up a clean copy of the Casepacker Evaluation Sheet from the shelves.
    - 2.1 Find information by skimming or scanning text (including lists and tables).
    - 2.2 Apply information from tables or graphs to locate malfunctions or select actions.
    - 2.3 Read and understand symbols and codes (e.g., colon, percent sign, w/, etc.).
    - 2.4 Read and understand job-specific words (casepacker evaluation sheet).
3. Record the production schedule information (today's date, SKU, code date, shift, line number, operator name) in the appropriate blanks on the Casepacker Evaluation Sheet.
    - 3.1 Locate the space on a form to enter data.
    - 3.2 Enter data (create/generate) into the appropriate spaces on a form.
    - 3.3 Transfer numbers, codes, dates, figures from equipment or written sources onto appropriate sections of forms.
    - 3.4 Read and understand symbols and codes (e.g., colon, percent sign, w/, etc.).
    - 3.5 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
    - 3.6 Read and write months, days, and years.

4. Check that the correct SKU appears on shippers (cases) before loading the casepacker and order more from the stockperson as necessary.

4.1 Classify or match objects by color, size, or significant marking.
4.2 Read and understand symbols and codes (e.g., colon, percent sign, w/, etc.).
4.3 Select the appropriate course of action by using taste, touch, sight, or hearing.
4.4 Communicate orally to describe and/or solve a problem.
4.5 Identify objects by particular physical characteristics (e.g., size, shape, color).
4.6 Apply preventative measures prior to task to minimize problems.
4.7 Read and understand job-specific words (shippers [aka cases]).

B. Maintain regular operation of the casepacker.

1. Stock the casepacker with shippers (cases) and layer pads:
   a. check that they are loaded in straight to prevent the machine from shutting down;
   b. check for defective packaging materials;
   c. notify the supervisor of any defective packaging as necessary.

1.1 Select the appropriate course of action by using taste, touch, sight, or hearing.
1.2 Identify objects by particular physical characteristics (e.g., size, shape, color).
1.3 Use common knowledge for safety.
1.4 Apply preventative measures prior to task to minimize problems.
1.5 Communicate orally to describe and/or solve a problem.
1.6 Determine the presence of a defect or extent of damage.
1.7 Recognize cause and effect; predict outcomes.
1.8 Read and understand job-specific words (layer pads).

2. Stock the glue pot with glue chips and refill as necessary.

2.1 Select the appropriate course of action by using taste, touch, sight, or hearing.
2.2 Identify objects by particular physical characteristics (e.g., size, shape, color).
2.3 Determine the appropriate course of action in a particular situation.
2.4 Use common knowledge for safety.

3. At least every half hour as shippers (cases) come off the line, check the code date:
   a. check that the correct code date appears on both sides of each shipper;
   b. notify maintenance to repair code date problems.

3.1 Read and understand symbols and codes (e.g., colon, percent sign, w/, etc.).
3.2 Communicate orally to describe and/or solve a problem.
3.3 Classify or match objects by color, size, or significant marking.
3.4 Write and tell time using a clock.

4. As shippers (cases) come off the line, check that all flaps are sealed and aligned relatively straight with the sides (a small amount of misalignment is ok in order to keep the line running).	4.1 Select the appropriate course of action by using taste, touch, sight, or hearing. 4.2 Identify objects by particular physical characteristics (e.g., size, shape, color). 4.3 Determine the appropriate course of action in a particular situation. 4.4 Apply preventative measures prior to task to minimize problems. 4.5 Recognize cause and effect; predict outcomes.
5. Watch the casepacker for jams: a. shut down the line as necessary; b. notify the tubber and lidder/cartoner operators of the shutdown.	5.1 Use common knowledge for safety. 5.2 Determine the appropriate course of action in a particular situation. 5.3 Recognize cause and effect; predict outcomes. 5.4 Determine the presence of a defect or extent of damage. 5.5 Communicate orally to describe and/or solve a problem. 5.6 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 5.7 Read and interpret readings on electronic instrumentation. 5.8 Select the appropriate course of action in an emergency. 5.9 Read and understand job-specific words (tubber, lidder, cartoner operators).
6. Clear jams from the casepacker: a. press the emergency stop button before reaching into the casepacker; b. read the screen to find the jam; c. clear the jam; d. replace all guards before restarting; e. to restart, press the start and reset buttons simultaneously. **DANGER:** to prevent injuries, always use the emergency stop button before reaching inside the machine.	6.1 Recognize cause and effect; predict outcomes. 6.2 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 6.3 Read and interpret readings on electronic instrumentation. 6.4 Determine the presence of a defect or extent of damage. 6.5 Determine the appropriate course of action in a particular situation. 6.6 Select the appropriate course of action in an emergency. 6.7 Use common knowledge for safety.

7. Cooperate with the tubber and/or lidder operators when the line restarts: a. find any tubs that are under weight (occurs because the nitrogen that's whipped into the product doesn't activate right away as the line restarts); b. separate any tubs that are under weight; c. during down times, empty these tubs into a remelt cart (tubs are thrown out).	7.1 Communicate orally to describe and/or solve a problem. 7.2 Determine the appropriate course of action in a particular situation. 7.3 Read and write numbers or symbols from time, weight, distance, temperature and volume measuring scales. 7.4 Use a measuring device to determine an object's weight, distance or volume in standard (English) units or metric units. 7.5 Select the appropriate course of action by using taste, touch, sight, or hearing. 7.6 Recognize cause and effect; predict outcomes. 7.7 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
8. At least every half hour, check the code date that appears on the edge of the lid: a. notify the lidder operator of any problems; b. notify maintenance to repair code date problems.	8.1 Read and understand symbols and codes (e.g., colon, percent sign, w/, etc.). 8.2 Communicate orally to describe and/or solve a problem. 8.3 Classify or match objects by color, size, or significant marking. 8.4 Recognize cause and effect; predict outcomes. 8.5 Write and tell time using a clock.
9. At least every half hour, open a tub of margarine to check the product's appearance: a. look for a poor swirl (caused by bad product or spattering during the fill); b. check the texture to be sure the product hasn't separated; c. notify the other operators and the supervisor of any problems with product quality.	9.1 Determine the appropriate course of action in a particular situation. 9.2 Select the appropriate course of action by using taste, touch, sight, or hearing. 9.3 Communicate orally to describe and/or solve a problem. 9.4 Recognize cause and effect; predict outcomes. 9.5 Write and tell time using a clock.
10. Keep the casepacker area clean.	10.1 Select the appropriate course of action by using taste, touch, sight, or hearing. 10.2 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.

11. Every half hour, record checks on the Casepacker Evaluation Sheet: a. time (every half hour); b. correct SKU; c. check seal on top of case; d. check seal on bottom of case; e. correct code date; f. legible code date; g. no damaged cases; h. write down any problems in the Comments section; i. notify maintenance to repair any problems.	11.1 Enter data (create/generate) into the appropriate spaces on a form. 11.2 Locate the space on a form to enter data. 11.3 Locate and extract information from an intersection of a row-by-column table or chart. 11.4 Recognize cause and effect; predict outcomes. 11.5 Write brief descriptive accounts of activities or transactions performed. 11.6 Communicate orally to describe and/or solve a problem. 11.7 Read and write numbers or symbols from time, weight, distance, temperature and volume measuring scales.
C. Shut down the line at the end of the shift or before changes to a different product.	
1. Keep the casepacker running until all tubs are packed.	1.1 Apply preventative measures prior to task to minimize problems. 1.2 Determine the appropriate course of action in a particular situation. 1.3 Select the appropriate course of action by using taste, touch, sight, or hearing.
2. Monitor the last shipper to be certain it is completely full.	2.1 Apply preventative measures prior to task to minimize problems. 2.2 Select the appropriate course of action by using taste, touch, sight, or hearing. 2.3 Determine the appropriate course of action in a particular situation.
3. If the last shipper is short some tubs, remove them and empty the product into a remelt cart.	3.1 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 3.2 Determine the appropriate course of action in a particular situation. 3.3 Select the appropriate course of action by using taste, touch, sight, or hearing.
4. Clean the casepacker area.	4.1 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 4.2 Select the appropriate course of action by using taste, touch, sight, or hearing.

II. Tubber, Lidder and Cartoner Responsibilities

On lines 18, 19 and 20: The C operator runs the lidder and cartoner (the A-1 or A operator runs the votator, tubber, and completes all paperwork except the Casepacker Evaluation Sheet).

On line 21: The C operator runs the tubber, lidder and cartoner (the A operator runs the casepacker, votator and completes all paperwork).

A. Start up the line.

1. Check the production schedule for the correct line assignment, SKU and code date.	1.1 Read or write a numeral number (digits, integers, decimals, etc.). 1.2 Read two- or more column charts to obtain information. 1.3 Apply information from tables or graphs to locate malfunctions or select actions. 1.4 Read and understand symbols and codes (e.g., colon, percent sign, w/, etc.).
2. Check that the correct tubs (lids, cartons) are available before loading them into the tubber, and order more from stock if necessary.	2.1 Classify or match objects by color, size, or significant marking. 2.2 Read and understand symbols and codes (e.g., colon, percent sign, w/, etc.). 2.3 Select the appropriate course of action by using taste, touch, sight, or hearing. 2.4 Communicate orally to describe and/or solve a problem. 2.5 Identify objects by particular physical characteristics (e.g., size, shape, color). 2.6 Apply preventative measures prior to task to minimize problems. 2.7 Read and understand job-specific words (tubs, lids, cartons).

B. Maintain regular operation of the tubber, lidder and cartoner.

1. Stock the tubber (lidder/cartoner) with tubs (lids, cartons): a. check that they are loaded in straight to prevent machine jams; b. check for defective tubs; c. notify the supervisor of any defective tubs (lids, cartons) as necessary.	1.1 Select the appropriate course of action by using taste, touch, sight, or hearing. 1.2 Identify objects by particular physical characteristics (e.g., size, shape, color). 1.3 Use common knowledge for safety. 1.4 Apply preventative measures prior to task to minimize problems. 1.5 Communicate orally to describe and/or solve a problem. 1.6 Determine the presence of a defect or extent of damage. 1.7 Recognize cause and effect; predict outcomes.
2. At least every half hour as the filled tubs come off the line, check the code date: a. check that the correct code date appears on the lids (note: on some soft products, the code date only appears on the carton, not each tub); b. notify maintenance to repair code date problems.	2.1 Read and understand symbols and codes (e.g., colon, percent sign, w/, etc.). 2.2 Communicate orally to describe and/or solve a problem. 2.3 Classify or match objects by color, size, or significant marking. 2.4 Recognize cause and effect; predict outcomes.
3. At least every half hour as the cartons come off the line, check the code date: a. check that the correct code date appears on the side of the carton; b. notify maintenance to repair code date problems.	3.1 Read and understand symbols and codes (e.g., colon, percent sign, w/, etc.). 3.2 Communicate orally to describe and/or solve a problem. 3.3 Classify or match objects by color, size, or significant marking. 3.4 Recognize cause and effect; predict outcomes.
4. At least every half hour, open a tub of margarine to check the product's appearance: a. look for a poor swirl (caused by bad product or spattering during the fill); b. check the texture to be sure the product hasn't separated; c. notify the other operators and the supervisor of any problems with product quality.	4.1 Determine the appropriate course of action in a particular situation. 4.2 Select the appropriate course of action by using taste, touch, sight, or hearing. 4.3 Communicate orally to describe and/or solve a problem. 4.4 Recognize cause and effect; predict outcomes.

5. At least every half hour as shippers (cases) come off the line, check the code date: a. check that the correct code date appears on both sides of each shipper; b. notify maintenance to repair code date problems.	5.1 Read and understand symbols and codes (e.g., colon, percent sign, w/, etc.). 5.2 Communicate orally to describe and/or solve a problem. 5.3 Classify or match objects by color, size, or significant marking.
6. Watch the tubber (lidder, cartoner) for jams: a. shut down the line as necessary; b. notify the other operators of the shutdown.	6.1 Use common knowledge for safety. 6.2 Determine the appropriate course of action in a particular situation. 6.3 Recognize cause and effect; predict outcomes. 6.4 Determine the presence of a defect or extent of damage. 6.5 Communicate orally to describe and/or solve a problem. 6.6 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 6.7 Read and interpret readings on electronic instrumentation. 6.8 Select the appropriate course of action in an emergency.
7. Clear jams from the tubber (lidder, cartoner): a. press the emergency stop button before reaching into the tubber (lidder, cartoner); b. clear the jam; c. replace all guards before restarting; d. restart the machine. **DANGER:** to prevent injuries, always use the emergency stop button before reaching inside the machine.	7.1 Recognize cause and effect; predict outcomes. 7.2 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 7.3 Read and interpret readings on electronic instrumentation. 7.4 Determine the presence of a defect or extent of damage. 7.5 Determine the appropriate course of action in a particular situation. 7.6 Select the appropriate course of action in an emergency. 7.7 Use common knowledge for safety.

8. Cooperate with the casepacker and votator operators when the line restarts: a. find any tubs that are under weight (occurs because the nitrogen that's whipped into the product doesn't activate right away as the line restarts); b. separate any tubs that are under weight; c. during down times, empty these tubs into a remelt cart (tubs are thrown out).	8.1 Communicate orally to describe and/or solve a problem. 8.2 Determine the appropriate course of action in a particular situation. 8.3 Read and write numbers or symbols from time, weight, distance, temperature and volume measuring scales. 8.4 Use a measuring device to determine an object's weight, distance or volume in standard (English) units or metric units. 8.5 Select the appropriate course of action by using taste, touch, sight, or hearing. 8.6 Recognize cause and effect; predict outcomes. 8.7 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
9. Keep the line area clean.	9.1 Select the appropriate course of action by using taste, touch, sight, or hearing. 9.2 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.

7. Shut down the line at the end of the shift or before changes to a different product.

1. Keep the tubber, lidder and cartoner running until the votator operator shuts down the filler.	1.1 Apply preventative measures prior to task to minimize problems. 1.2 Determine the appropriate course of action in a particular situation. 1.3 Select the appropriate course of action by using taste, touch, sight, or hearing. 1.4 Communicate orally to describe and/or solve a problem.
2. Monitor the last tubs to be certain they are completely full and not under weight.	2.1 Apply preventative measures prior to task to minimize problems. 2.2 Select the appropriate course of action by using taste, touch, sight, or hearing. 2.3 Determine the appropriate course of action in a particular situation. 2.4 Use a measuring device to determine an object's weight, distance or volume in standard (English) units or metric units. 2.5 Read and write numbers or symbols from time, weight, distance, temperature and volume measuring scales.

3. If the last tubs are underweight, remove them and empty the product into a remelt cart.

3.1 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
3.2 Determine the appropriate course of action in a particular situation.
3.3 Select the appropriate course of action by using taste, touch, sight, or hearing.

4. Clean the line area.

4.1 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
4.2 Select the appropriate course of action by using taste, touch, sight, or hearing.

February 28, 1995

D Operator Literacy Task Analysis

I. Regular Responsibilities

A. Stock

1. Deliver all items necessary to run each production line:
   a. check the production schedule to determine which products are being run this shift;
   b. interact with each operator to determine requirements for packaging;
   c. interact with the shipping stock person to collect packaging supplies (e.g., inner wraps, cartons, cases, tubs, etc.) from the stock area (located in the corridor near the palletizers);
   d. check that the packaging matches the SKU for the product being made on each line;
   e. distribute the packaging to each production line;
   f. have stock ready for change overs (when lines change the product they're making).

1.1 Communicate orally to describe and/or solve a problem.
1.2 Understand verbal information/ directions.
1.3 Interpret codes and symbols.
1.4 Apply information from tables or graphs to locate malfunctions or select actions.
1.5 Locate and extract information from an intersection of a row-by-column table or chart.
1.6 Select the appropriate course of action by using taste, touch, sight, or hearing.
1.7 Identify objects by particular physical characteristics (e.g., size, shape, color).
1.8 Determine the appropriate course of action in a particular situation.
1.9 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
1.10 Read and understand job-specific words (production schedule, production line, palletizer, names of packaging supplies, change over).
1.11 Read and understand abbreviations, contractions and acronyms (SKU: stock keeping unit, i.e., the recipe number).

2. Monitor the available supplies and notify the shipping stock person when any items are running out.

2.1 Determine the appropriate course of action in a particular situation.
2.2 Communicate orally to describe and/or solve a problem.
2.3 Interpret codes and symbols.
2.4 Read, write and count single and multiple digit whole numbers to complete a task or subtask.

B. Fill, Pack and Bag Product

1.	On line 4 (bakery line) prepare the 50 lb. bags and shippers (i.e., cases) to be filled with bakery product.	1.1	Identify objects by particular physical characteristics (e.g., size, shape, color).
		1.2	Select the appropriate course of action by using taste, touch, sight, or hearing.
		1.3	Use common knowledge for safety.
		1.4	Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
		1.5	Read and understand job-specific words (shippers, bakery line).
2.	On line 4 (bakery line) fill the 50 lb. shippers: a. place each one beneath the filler in time to fill it without spillage; b. shake down the product and place a liner on top of the bag.	2.1	Identify objects by particular physical characteristics (e.g., size, shape, color).
		2.2	Select the appropriate course of action by using taste, touch, sight, or hearing.
		2.3	Use common knowledge for safety.
		2.4	Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
3.	On line 2 (ready pat line) fill the shippers with the stacked ready pats: a. check the shippers for shortages and low weights; b. check that each ready pat has a hat.	3.1	Use common knowledge for safety.
		3.2	Identify objects by particular physical characteristics (e.g., size, shape, color).
		3.3	Select the appropriate course of action by using taste, touch, sight, or hearing.
		3.4	Read, write and count single and multiple digit whole numbers to complete a task or subtask.
		3.5	Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
		3.6	Read and understand job-specific words (ready pat line).

4. On line 6 (stick line) hand pack the 30 lb. cases with the correct number of cartons of margarine.	4.1 Use common knowledge for safety. 4.2 Identify objects by particular physical characteristics (e.g., size, shape, color). 4.3 Select the appropriate course of action by using taste, touch, sight, or hearing. 4.4 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 4.5 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 4.6 Read and understand job-specific words (stick line).

C. Trash

1. Empty trash: a. use portable bins to collect trash from each production line; b. dump the trash into the compactor located outside the plant and run it; c. block the compactor off with skids when full and call the contractor to haul the trash away.	1.1 Select the appropriate course of action by using taste, touch, sight, or hearing. 1.2 Identify objects by particular physical characteristics (e.g., size, shape, color). 1.3 Use common knowledge for safety. 1.4 Communicate orally to describe and/or solve a problem. 1.5 Select the appropriate course of action in an emergency.
2. Collect cardboard: a. use portable bins to collect corrugated cardboard (e.g., cases) from each production line; b. place the cardboard in the cardboard compactor located in the palletizer area and run it; c. band the compacted cardboard and empty the compactor; d. drive a fork truck to haul the cardboard to the truck by the compactor.	2.1 Select the appropriate course of action by using taste, touch, sight, or hearing. 2.2 Identify objects by particular physical characteristics (e.g., size, shape, color). 2.3 Use common knowledge for safety. 2.4 Select the appropriate course of action in an emergency. 2.5 Hold a license to drive a fork truck.

II. Occasional Responsibilities

A. Set Off

1. When the palletizer breaks down, set off cases of product onto pallets by hand:
   a. compare the code dates on cases to the production schedule to check that the code date is correct;
   b. check that the correct number of cases is on each pallet;
   c. place pallet tickets with the correct SKU on each pallet and record the ticket numbers on the finished goods sheet;
   d. make sure the ticket numbers are in sequence, and if not, write it on the finished goods sheet;
   e. place hold tickets on the first four pallets of product for a bacteria check by Quality Control.

1.1 Apply information from tables or graphs to locate malfunctions or select actions.
1.2 Interpret codes and symbols.
1.3 Arrange textual materials in numerical order.
1.4 Locate and extract information from an intersection of a row-by-column table or chart.
1.5 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
1.6 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
1.7 Identify objects by particular physical characteristics (e.g., size, shape, color).
1.8 Select the appropriate course of action by using taste, touch, sight, or hearing.
1.9 Locate the space on a form to enter data.
1.10 Transfer numbers, codes, dates, figures from equipment or written sources onto appropriate sections of forms.
1.11 Communicate in writing to describe and/or solve a problem.
1.12 Read and understand job-specific words (finished goods sheet, code date, pallet, pallet ticket).

2. When the casepacker breaks down, stack cartons of product in cases by hand.

2.1 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
2.2 Identify objects by particular physical characteristics (e.g., size, shape, color).
2.3 Select the appropriate course of action by using taste, touch, sight, or hearing.
2.4 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
2.5 Read and understand job-specific words (casepacker).

3. Assist the operator with line problems such as:
   a. correcting wrong code dates on cases;
   b. finding and separating product that is packaged improperly;
   c. resealing cases that are not sealed properly;
   d. finding and refilling cases that don't have enough cartons in them;
   e. correcting any other problems that occur with the line.

3.1 Select the appropriate course of action in an emergency.
3.2 Use common knowledge for safety.
3.3 Communicate orally to describe and/or solve a problem.
3.4 Select the appropriate course of action by using taste, touch, sight, or hearing.
3.5 Interpret codes and symbols.
3.6 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
3.7 Apply information from tables or graphs to locate malfunctions or select actions.
3.8 Read and write numbers or symbols from time, weight, distance, temperature and volume measuring scales.
3.9 Recognize cause and effect; predict outcomes.
3.10 Identify objects by particular physical characteristics (e.g., size, shape, color).

B. Peel Margarine

1. At management's discretion, peel wrappers off of product that is being reworked and dump it into stainless steel tubs.

1.1 Select the appropriate course of action by using taste, touch, sight, or hearing.
1.2 Understand verbal information/directions.

Oil Room
Literacy Task Analysis

Unloading A Truck

1. Using the MMI, acknowledge and reset the *Truck Waiting Alarm*.	1.1 Read and respond to computer commands. 1.2 Understand the operation of a computer keyboard. 1.3 Observe and monitor a process using a computer screen.
2. Receive a truck: direct a truck to unload station if necessary, obtain and read *Bill of Lading*, and visually check truck and oil for safety and quality issues (e.g., safety seal number on lid matches number on **Bill of Lading**, foreign matter in tank, safety of truck ladder), take oil sample.	2.1 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 2.2 Locate or compare information using a completed form. 2.3 Read and understand abbreviations, contractions and acronyms (?). 2.4 Read and understand common words. 2.5 Read and understand job-specific words (?). 2.6 Determine the presence of a defect or extent of damage. 2.7 Follow very specific step-by-step directions to perform a sequence of tasks.
3. Run Q.C. test: fill out an identification tag (including lot number, oil company, carrier and trailer number, oil type and temperature, and storage tank number) for the oil sample. Take sample with identification tag to Q.C. for test.	3.1 Follow very specific step-by-step directions to perform a sequence of tasks. 3.2 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 3.3 Transfer numbers, codes, dates, figures from equipment or written sources onto appropriate sections of forms. 3.4 Record essential information in phrases or simple sentence form accurately and precisely. 3.5 Write job specific words

4. Fill out *Receiver Record* and *Daily Oil Receipt Log* information from the Bill of Lading.	4.1 Locate the space on a form to enter data. 4.2 Enter appropriate information onto a form. 4.3 Transfer numbers, codes, dates, figures from equipment or written sources onto appropriate sections of forms. 4.4 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 4.5 Read numbers or symbols from time, weight, distance, temperature and volume measuring scales. 4.6 Use a measuring device to determine an object's weight, distance or volume in standard (English) units or metric units. 4.7 Read and understand abbreviations, contractions and acronyms (?). 4.8 Read and understand common words.
5. Receive Q.C. approval. *if sample is not approved by Q.C. see *Transferring a Bad Batch to a Truck.*	5.1 Follow very specific step-by-step directions to perform a sequence of tasks. 5.2 Apply preventative measures prior to task to minimize problems. 5.3 Use common knowledge for safety. 5.4 Recognizing cause and effect; predicting outcomes.
6. Manually prepare truck for unload.	6.1 Follow very specific step-by-step directions to perform a sequence of tasks. 6.2 Follow sequenced illustrations as a guide. 6.3 Identify components within a schematic. 6.4 Locate and use parts of an illustration (e.g., labels, numbers). 6.5 Apply preventative measures prior to task to minimize problems. 6.6 Recognizing cause and effect; predicting outcomes. 6.7 Read and respond to computer commands. 6.8 Enter data into the appropriate sections of a computer program. 6.9 Understand the operation of a computer keyboard. 6.10 Observe and monitor a process using a

	computer screen. 6.11 Read and understand symbols and codes (e.g., colon, percent sign, w/, etc.). 6.12 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 6.13 Read and understand common words. 6.14 Read and understand job-specific words (?).
7. Prepare an unload path: select a storage tank on the MMI, manually configure the unload manifold for unload, the selected storage tank to receive from truck, and the selected unload station for unloading.	7.1 Read and respond to computer commands. 7.2 Understand the operation of a computer keyboard. 7.3 Enter data into the appropriate sections of a computer program. 7.4 Observe and monitor a process using a computer screen. 7.5 Read and understand symbols and codes (e.g., colon, percent sign, w/, etc.). 7.6 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 7.7 Read and understand job-specific words (?). 7.8 Read and understand abbreviations, contractions and acronyms (?). 7.9 Follow very specific step-by-step directions to perform a sequence of tasks.
8. Using the MMI, enter an oil type on the *Oil & Oil Mix SKU* screen.	8.1 Read and respond to computer commands. 8.2 Understand the operation of a computer keyboard. 8.3 Enter data into the appropriate sections of a computer program. 8.4 Observe and monitor a process using a computer screen. 8.5 Read and understand symbols and codes (e.g., colon, percent sign, w/, etc.). 8.6 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 8.7 Follow very specific step-by-step directions to perform a sequence of tasks.

8.8 Read and understand job-specific words (?).

8.9 Read and understand abbreviations, contractions and acronyms (?).

9. Using the MMI, perform a *Split Load* or *Full Unload Sequence*.

9.1 Read, write and count single and multiple digit whole numbers to complete a task or subtask.

9.2 Locate the space on a form to enter data.

9.3 Enter appropriate information onto a form.

9.4 Read and understand symbols and codes (e.g., colon, percent sign, w/, etc.).

9.5 Transfer numbers, codes, dates, figures from equipment or written sources onto appropriate sections of forms.

9.6 Read numbers or symbols from time, weight, distance, temperature and volume measuring scales.(time, pounds)

9.7 Read and understand common words.

9.8 Read and understand abbreviations, contractions and acronyms (?).

10. Fill out Tank Log.

11. Using the MMI or Unload Panel and hand valves, perform an *Unload to Storage Air Blow Sequence*.

12. Print an unload ticket using the flowmeter.

13. Manually prepare a truck for departure.

14. Fill out *Oil Truck and Filter Inspection* form.

15. Respond to status messages and alarms using the MMI, the troubleshooting table in the operations manual, maintenance personnel when necessary.

Changing the Transfer Weight and Heating Setpoints for a Mixing Tank:

1. Using the MMI, change the desired parameters of the mixing tank heating setpoint on the *Setpoint Screen*.

2. Using the MMI, change the desired parameters of the transfer weight setpoint on the *Setpoint Screen*.

3. Respond to status messages and alarms using the MMI and the troubleshooting table in the operations manual.

Mixing the Oil

1. Using the MMI, select a mixing tank (change tank setpoints if necessary)

2. Using the MMI and manual configuration, transfer oil to mixing tank: prepare a storage to mix transfer path, perform a transfer form storage sequence, and perform a storage to mix air blow sequence.

3. Using the MMI and manual configuation, recirculate mix: configure mix tank to recirculate mix, perform a *Recirculate Mix* sequence, add additives to mix while *Recirculate Mix* sequence is running, and cancel *Recirculate Mix* sequence when satisfactory mixing has occured (when emulsifier has melted).

4. Using , fill out information on *Oil Room Record Mix* sheet.

5. Using , fill out information on the *Oil Mix Conversions* from if an existing mix is being converted.

6. Using the MMI and manual configuration of valves,transfer oil back to storage: prepare a mix to storage transfer path, perform a transfer to storage sequence, wait for automatic oil flush to complete, and perform a manual mix to storage air blow.

. Using , enter transfer data on *Tank Log*.

8. Using manual congifuration of valves and the MMI, perform a recirculate mix sequence.

9. While recirculate mix is running, run Q.C. test (a color test).

10. Respond to status messages and alarms using the MMI and the troubleshooting tables, and maintenance personnel if necessary.

Transferring from One Storage Tank to Another

1. Using manual configuration of valves and the MMI, prepare a storage to storage transfer path: select source tank (if this tank is recirculating, cancel recirculation sequence), select destination tank, and manually configure distribution manifold, source and destination tanks.

2. Using the MMI, perform a transfer to storage sequence.

3. Using the MMI and hand valves, perform a storage to storage air blow sequence.

4. Using, enter transfer data on the *Tank Log*.

5. Respond to status messages and alarms using the MMI and troubleshooting tables in the operations manual.

Transferring To and From Weigh Tank TK-4024

1. Using the MMI and manual configuration of valves, prepare a storage to storage transfer path: select source tank (if this tank is recirculating, cancel recirculation sequence), select destination tank, configure distribution manifold, source and destination tanks.

2. Perform a **from** storage tank transfer sequence using the MMI.

OR

[illegible]. Perform a **to** storage tank transfer sequence using the MMI.

4. Using the MMI and hand valves, perform a storage to storage air blow sequence

5. Using , enter transfer data on **Tank Log.**

6. Respond to status messages and alarms using the MMI and troubleshooting tables in the operations manual.

Changing the Inventory Information for a Storage Tank

1. Using the MMI, enter the desired inventory parameters on the *Oil Storage Inventory* screen and download the inventory information.

2. Respond to status messages and alarms using the MMI and the troubleshooting tables in the operations manual.

Transferring form Storage to Production

. Using the MMI, acknowledge the *Production Line Out of Oil* alarm.

2. Using the MMI and manual configuration of valves, prepare a storage to production transfer path: select source tank and production line (each storage tank feeds certain lines), cancel recirculation sequence if selected storage tank is recirculating, manually configure distribution manifold and source tank.

3. Using the MMI, perform a transfer to production sequence.

4. Using ,enter transfer data on **Tank Log**.

5. Respond to status messages and alarms using the MMI, maintenance personnel, and the troubleshooting tables in the operations manual.

Changing the Heating Setpoint for Storage Tanks TK-4001 through TK-4007

1. Using the MMI, change the heating setpoint parameters on the **Setpoint Screen** .
2. Respond to status messages and alarms using the MMI and the troubleshooting tables in the operations manual.

Transferring a Bad Batch to a Truck

1. Manually prepare a truck for bad batch (only **Unload Station 1** is used for bad batch)
2. Using the MMI and manual configuration of valves, prepare a storage to bad batch path: elect source tank (cancel recirculation sequence if selected tank is recirculating), manually configure distribution manifold and source tank.
3. Using the MMI, perform a transfer to bad batch sequence.
4. Using the MMI and manual configuration of valves, perform a storage to bad batch air blow sequence.
5. Manually prepare a truck for departure.
6. Using ,enter transfer data on Tank Log.
7. Respond to status messages and alarms using MMI, troubleshooting tables in the operations manual, and maintenance personnel if necessary.

Cleaning a Mixing Tank

1. Using the MMI, change user level to sanitation level.
2. Manually configure mix tank for cleaning.
3. Using the MMI and manually turning valves, perform a prerinse.
4. Perform a CIP steps in order using the MMI and manually turning valves.

5. Before CIP step completes, perform a solution addition sequence if desired using the MMI and manually turning valves.

6. Manually configure mix tank for normal use.

7. Change user level to operator level using MMI.

8. Respond to status messages and alarms using the MMI, troubleshooting tables in the operations manual, and maintenance personnel if necessary.

Milk Room Literacy Task Analysis

I. Making Milk Mixes

A. Make a Whey Batch

1. There are two tanks for making whey: 4511 and 4512.	1.1 Read and understand job-specific words (whey). 1.2 Read, write and count single and multiple digit whole numbers.
2. The whey batch ingredients consist of: a. 60% ingredient-treated water, b. 30% whey, c. 10% brine.	2.1 Read, write and compute percents. 2.2 Read and understand job-specific words (brine).
3. Set up the supersacs of whey to be emptied into the whey tank.	3.1 Use common knowledge for safety. 3.2 Use addition, subtraction, multiplication and division to solve problems with single and multiple digit whole numbers. 3.3 Read numbers or symbols from time, weight, distance and volume measuring scales. 3.4 Follow very specific step-by-step directions to perform a sequence of tasks.
4. Configure the tank valves for making whey.	4.1 Recognize cause and effect; predict outcomes. 4.2 Use common knowledge for safety. 4.3 Locate and use parts of an illustration (e.g., labels, numbers). 4.4 Follow sequenced illustrations as a guide. 4.5 Identify components within a schematic.

5. Using the Whey screen on the MMI (man-machine interface), type in the information needed to make a whey batch based on the number of 2,000 lb. supersacs of whey powder to be added (usually 4 sacs x 2,000 lbs. = 8,000 lbs.).	5.1 Read and understand abbreviations, contractions and acronyms (MMI). 5.2 Read numbers or symbols from time, weight, distance and volume measuring scales. 5.3 Use addition, subtraction, multiplication and division to solve problems with single and multiple digit whole numbers. 5.4 Transfer data from a source (forms, gauges, scales, etc.) into a computer program. 5.5 Enter data into the appropriate sections of a computer program. 5.6 Understand the operation of a computer keyboard. 5.7 Read and respond to computer commands. 5.8 Apply information from tables or graphs to locate malfunctions or select actions. 5.9 Follow very specific step-by-step directions to perform a sequence of tasks.
6. The MMI calculates and adds the correct amount of brine and water and agitates the mix.	6.1 Read and understand common words. 6.2 Observe and monitor a process using a computer screen.
7. The MMI pumps in the whey powder.	7.1 Observe and monitor a process using a computer screen.
8. Measure and add the correct amount of defoaming agent to the tank.	8.1 Read and understand job-specific words (defoaming agent). 8.2 Read numbers or symbols from time, weight, distance and volume measuring scales. 8.3 Use a measuring device to determine an object's weight, distance or volume in standard (English) units or metric units. 8.4 Use common knowledge for safety. 8.5 Follow very specific step-by-step directions to perform a sequence of tasks.
9. The MMI displays a message that a heat treat is required.	9.1 Read and understand job-specific words (heat treat). 9.2 Read and respond to computer commands.

B. Heat Treat the Whey Batch

1. Select the Heat Treat sequence on the MMI.	1.1 Understand the operation of a computer keyboard. 1.2 Read and respond to computer commands.
2. Turn on the circular Heat Treat chart for the whey tank being treated.	2.1 Read and interpret readings on electronic instrumentation.
3. The MMI will heat the tank to 155 °F for 30 minutes.	3.1 Read and interpret readings on electronic instrumentation. 3.2 Observe and monitor a process using a computer screen. 3.3 Read numbers or symbols from time, weight, distance, temperature and volume measuring scales.
4. The MMI cools the tank to 45 °F.	4.1 Read and interpret readings on electronic instrumentation. 4.2 Observe and monitor a process using a computer screen. 4.3 Read numbers or symbols from time, weight, distance, temperature and volume measuring scales.
5. When the whey reaches 125 °F, the MMI will display a message that the Quality Control (QC) test should be performed.	5.1 Read and respond to computer commands. 5.2 Read numbers or symbols from time, weight, distance, temperature and volume measuring scales. 5.3 Read and understand abbreviations, contractions and acronyms (QC).
6. Send a sample of the whey to the lab for testing and obtain the test results.	6.1 Communicate orally to describe and/or solve a problem.
7. On the MMI, acknowledge that the QC test is OK.	7.1 Read and respond to computer commands. 7.2 Understand the operation of a computer keyboard. 7.3 Follow very specific step-by-step directions to perform a sequence of tasks.

8. When the whey reaches 45 °F, the MMI: a. maintains this temperature and b. displays a ready message.	8.1 Read numbers or symbols from time, weight, distance, temperature and volume measuring scales. 8.2 Observe and monitor a process using a computer screen. 8.3 Read and respond to computer commands.
9. Check that the whey reached 125 °F on the Heat Treat chart: a. initial the chart; b. mark the date and time.	9.1 Read two- or more column charts to obtain information. 9.2 Locate information in a chart at intersections of rows and columns. 9.3 Read numbers or symbols from time, weight, distance, temperature and volume measuring scales. 9.4 Transfer numbers, codes, dates, figures from equipment or written sources onto appropriate sections of forms. 9.5 Follow very specific step-by-step directions to perform a sequence of tasks.
10. Turn off the Heat Treat chart.	10.1 Read and interpret readings on electronic instrumentation.

C. Make a Medium Ingredient Batch

1. There are two Medium tanks: a. 4521 and b. 4522.	1.1 Read and understand job-specific words (medium). 1.2 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
2. Medium tanks are used to add solid ingredients (e.g., nonfat dry milk, light salt blend, buttermilk solids, etc.) to special recipes in place of whey.	2.1 Read and understand job-specific words (light salt blend, nonfat dry milk, any other solid ingredients).
3. Check the recipe chart for the ingredients to be added and amounts.	3.1 Apply information from tables or graphs to locate malfunctions or select actions. 3.2 Read numbers or symbols from time, weight, distance, temperature and volume measuring scales. 3.3 Use addition, subtraction, multiplication and division to solve problems with single and multiple digit whole numbers.

4. Using the Medium Tank screen on the MMI, type in the information needed to make a medium batch based on the number of lbs. of final product.	**4.1 Apply information from tables or graphs to locate malfunctions or select actions.** **4.2 Read numbers or symbols from time, weight, distance, temperature and volume measuring scales.** 4.3 Enter data into the appropriate sections of a computer screen. 4.4 Understand the operation of a computer keyboard. 4.5 Use addition, subtraction, multiplication and division to solve problems with single and multiple digit whole numbers. 4.6 Follow very specific step-by-step directions to perform a sequence of tasks.
5. The MMI calculates the amount of ingredient-treated water needed based on the lbs. of final mix.	5.1 Use addition, subtraction, multiplication and division to solve problems with single and multiple digit whole numbers. 5.2 Read numbers or symbols from time, weight, distance, temperature and volume measuring scales.
6. The MMI adds the water and begins agitating.	6.1 Observe and monitor a process using a computer screen.
*7. Measure and add the special ingredients according to the recipe chart.	7.1 Read numbers or symbols from time, weight, distance, temperature and volume measuring scales. 7.2 Use a measuring device to determine an object's weight, distance or volume in standard (English) units or metric units. 7.3 Use common knowledge for safety. 7.4 Apply information from tables or graphs to locate malfunctions or select actions. 7.5 Follow very specific step-by-step directions to perform a sequence of tasks.
8. The MMI heats the medium batch to the temperature required for the recipe (140 °F in most cases), and displays a message stating that a heat treat is required.	8.1 Read numbers or symbols from time, weight, distance, temperature and volume measuring scales. 8.2 Read and respond to computer commands.

*Note: Due to problems with the operation of the medium tanks that have not yet been repaired, currently the operator is not adding any ingredients to the medium tanks. Plain water is being pumped from the medium tank to the mix tank, and dry ingredients are being added to the mix tank. Until this problem is fixed, the operator skips step 7 above.

*D. Heat Treat the Medium Ingredient Batch

1. Select the Heat Treat sequence on the MMI.	1.1 Understand the operation of a computer keyboard. 1.2 Read and respond to computer commands. 1.3 Follow very specific step-by-step directions to perform a sequence of tasks.
2. Turn on the Heat Treat chart for the medium tank being treated.	2.1 Read and interpret readings on electronic instrumentation.
3. The MMI will heat the tank to 180 °F for 1 minute.	3.1 Read and interpret readings on electronic instrumentation. 3.2 Observe and monitor a process using a computer screen. 3.3 Read numbers or symbols from time, weight, distance, temperature and volume measuring scales.
4. The MMI cools the medium tank to the setpoint temperature for the recipe.	4.1 Read and interpret readings on electronic instrumentation. 4.2 Observe and monitor a process using a computer screen. 4.3 Read numbers or symbols from time, weight, distance, temperature and volume measuring scales.
5. When the medium reaches 125 °F, the MMI will display a message that the Quality Control (QC) test should be performed.	5.1 Read and respond to computer commands. 5.2 Read numbers or symbols from time, weight, distance, temperature and volume measuring scales.
6. Send a sample of the medium to the lab for testing and obtain the test results.	6.1 Communicate orally to describe and/or solve a problem.

*Note: Due to problems with the operation of the medium tanks that have not yet been repaired, ingredient-treated water is being pumped from the medium tank to the mix tank, and dry ingredients are being added to the mix tank. Heat treats are being performed in both the medium and the mix tanks. When the medium tanks are functioning properly, the operator will again begin adding dry ingredients to and performing heat treats only on the medium tanks.

7. On the MMI, acknowledge that the QC test is OK.	7.1 Read and respond to computer commands. 7.2 Understand the operation of a computer keyboard. 7.3 Follow very specific step-by-step directions to perform a sequence of tasks.
8. When the medium reaches 45 °F, the MMI: a. maintains this temperature and b. displays a ready message.	8.1 Read numbers or symbols from time, weight, distance, temperature and volume measuring scales. 8.2 Observe and monitor a process using a computer screen. 8.3 Read and respond to computer commands.
9. Check that the medium reached the setpoint temperature on the Heat Treat chart: a. initial the chart; b. mark the date and time.	9.1 Read two- or more column charts to obtain information. 9.2 Locate information in a chart at intersections of rows and columns. 9.3 Transfer numbers, codes, dates, figures from equipment or written sources onto appropriate sections of forms. 9.4 Read numbers or symbols from time, weight, distance, temperature and volume measuring scales. 9.5 Follow very specific step-by-step directions to perform a sequence of tasks.
10. Turn off the Heat Treat chart.	10.1 Read and interpret readings on electronic instrumentation.

E. Make the Milk Mix

1. There are six mix tanks (4531-4536).	1.1 Read and understand job-specific words (mix tanks). 1.2 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
2. In the final milk mix, the MMI adds more brine and ingredient-treated water, followed by either whey or medium, depending on the recipe.	2.1 Observe and monitor a process using a computer screen. 2.2 Apply information from tables or graphs to locate malfunctions or select actions.

3. Check that the valves on the mix tank are set to receive either whey or medium.	3.1 Use common knowledge for safety. 3.2 Follow sequenced illustrations as a guide. 3.3 Locate and use parts of an illustration (e.g., labels, numbers). 3.4 Identify components within a schematic.
4. Check that the valves on the whey or medium tank is set to send whey/medium to the mix tank.	4.1 Use common knowledge for safety. 4.2 Follow sequenced illustrations as a guide. 4.3 Locate and use parts of an illustration (e.g., labels, numbers). 4.4 Identify components within a schematic.
5. Using the Milk SKU Selection Screen on the MMI, type in the SKU (Stock Keeping Unit, or recipe number) for the desired recipe.	5.1 Read and understand abbreviations, contractions and acronyms (SKU). 5.2 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 5.3 Follow very specific step-by-step directions to perform a sequence of tasks.
6. Transfer the ingredients to the mix tank: a. from the Mix Tank screen, type in the source tank number (either a whey tank 4511/4512, or a medium tank 4521/4522); b. type in the destination tank number (one of six mix tanks, 4531-4536); c. type in the amount of the final mix in lbs.; d. select the delivery function key on the MMI.	6.1 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 6.2 Enter data into the appropriate sections of a computer program. 6.3 Understand the operation of a computer keyboard. 6.4 Read and respond to computer commands. 6.5 Follow very specific step-by-step directions to perform a sequence of tasks.
7. Press the start button to start making the mix.	7.1 Understand the operation of a computer keyboard. 7.2 Read and respond to computer commands.

8. Fill out the Milk Room Mix Record: a. write in the tank number, recipe number, and time; b. write in the supplier name, lot number and lbs. used of all whey and other ingredients used in the milk mix.	**8.1 Read, write and count single and multiple digit whole numbers to complete a task or subtask.** **8.2 Read numbers or symbols from time, weight, distance, temperature and volume measuring scales.** **8.3 Locate the space on a form to enter data.** **8.4 Synthesize information from more than one source to complete a task.** **8.5 Transfer numbers, codes, dates, figures from equipment or written sources onto appropriate sections of forms.** **8.6 Follow very specific step-by-step directions to perform a sequence of tasks.**
9. Send a sample of the mix to the lab for testing, and obtain the test results.	9.1 Communicate orally to describe and/or solve a problem.
10. On the MMI, acknowledge that the QC test is OK.	10.1 Read and respond to computer commands. 10.2 Understand the operation of a computer keyboard.

F. Heat Treat the Milk Mix

1. Select the Heat Treat sequence on the MMI.	1.1 Read and respond to computer commands. 1.2 Understand the operation of a computer keyboard.
2. Turn on the Heat Treat chart for the mix tank being treated.	2.1 Read and interpret readings on electronic instrumentation.
3. The MMI will heat the tank to 180 °F for 1 minute.	3.1 Read and interpret readings on electronic instrumentation. 3.2 Read numbers or symbols from time, weight, distance, temperature and volume measuring scales. 3.3 Observe and monitor a process using a computer screen.

4. The MMI cools the mix tank to the setpoint temperature for the recipe.	4.1 Read and interpret readings on electronic instrumentation. 4.2 Observe and monitor a process using a computer screen. 4.3 Read numbers or symbols from time, weight, distance, temperature and volume measuring scales.
5. When the mix reaches 125 °F, the MMI will display a message that the Quality Control (QC) test should be performed.	5.1 Read and respond to computer commands. 5.2 Read numbers or symbols from time, weight, distance, temperature and volume measuring scales.
6. Send a sample of the mix to the lab for testing and obtain the test results.	6.1 Communicate orally to describe and/or solve a problem.
7. On the MMI, acknowledge that the QC test is OK.	7.1 Read and respond to computer commands. 7.2 Understand the operation of a computer keyboard. 7.3 Follow very specific step-by-step directions to perform a sequence of tasks.
8. When the mix reaches its setpoint temperature, the mix is ready, and the MMI maintains this temperature and displays a ready message.	8.1 Read numbers or symbols from time, weight, distance, temperature and volume measuring scales. 8.2 Observe and monitor a process using a computer screen. 8.3 Read and respond to computer commands.
9. Check that the mix reached the setpoint temperature on the Heat Treat chart: a. initial the chart; b. mark the date and time.	9.1 Read two- or more column charts to obtain information. 9.2 Locate information in a chart at intersections of rows and columns. 9.3 Read numbers or symbols from time, weight, distance, temperature and volume measuring scales. 9.4 Transfer numbers, codes, dates, figures from equipment or written sources onto appropriate sections of forms. 9.5 Follow very specific step-by-step directions to perform a sequence of tasks.
10. Turn off the Heat Treat chart.	10.1 Read and interpret readings on electronic instrumentation.

G. Transfer the Milk to the Use Tanks

1. There are 12 use tanks: a. 4551-4562: b. check the operator's manual to determine which use tanks will feed milk to which production lines (not all tanks will connect to all lines); c. tank 4562 can be used only for Fleischmann's Extra Light mixes.	1.1 Read and understand job-specific words (use tanks). 1.2 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 1.3 Read two- or more column charts to obtain information.
2. There are two transfer panels: a. transfer panel #1 transfers milk from the mix to the use tanks; b. transfer panel #2 transfers milk from the use tanks to the production lines.	2.1 Read and understand job-specific words (transfer panel). 2.2 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
3. Check that the valve on the mix tank is configured to send milk to transfer panel #1.	3.1 Apply preventative measures prior to task to minimize problems. 3.2 Use common knowledge for safety. 3.3 Follow very specific step-by-step directions to perform a sequence of tasks. 3.4 Locate and use parts of an illustration (e.g., labels, numbers). 3.5 Identify components within a schematic. 3.6 Follow sequenced illustrations as a guide.
4. Configure transfer panel #1 to send milk to the use tank by relocating the swing piece to the appropriate tank.	4.1 Apply preventative measures prior to task to minimize problems. 4.2 Use common knowledge for safety. 4.3 Follow very specific step-by-step directions to perform a sequence of tasks. 4.4 Locate and use parts of an illustration (e.g., labels, numbers). 4.5 Identify components within a schematic. 4.6 Follow sequenced illustrations as a guide.

5. Check that the use tank is configured to receive the milk.	**5.1 Apply preventative measures prior to task to minimize problems.** **5.2 Use common knowledge for safety.** **5.3 Follow very specific step-by-step directions to perform a sequence of tasks.** **5.4 Locate and use parts of an illustration (e.g., labels, numbers).** **5.5 Identify components within a schematic.** **5.6 Follow sequenced illustrations as a guide.**
6. Transfer the milk to the use tank: a. using the Use Tank screen type in the source tank number (one of the mix tanks, 4531-4536); b. type in the destination tank number (one of the use tanks, 4551-4562); c. select the "XFER TO USE SELECT" function key on the MMI; d. press the start button.	6.1 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 6.2 Enter data into the appropriate sections of a computer program. 6.3 Understand the operation of a computer keyboard. 6.4 Read and respond to computer commands. 6.5 Follow very specific step-by-step directions to perform a sequence of tasks.
7. After the mix tank is drained and flushed with water: a. divert the tank valve to finish draining the water, and b. reset the valve.	7.1 Read and understand common words. 7.2 Use common knowledge for safety. 7.3 Select the appropriate course of action by using taste, touch, sight, or hearing. 7.4 Follow very specific step-by-step directions to perform a sequence of tasks. 7.5 Follow sequenced illustrations as a guide. 7.6 Locate and use parts of an illustration (e.g., labels, numbers). 7.7 Identify components within a schematic.

H. Transfer the Milk to the Production Lines

1. Transfer panel #2 transfers milk from the use tanks to the production lines.	1.1 Read, write and count single and multiple digit whole numbers to complete a task or subtask.

2. Configure transfer panel #2 to send milk to the appropriate production line by relocating the swing piece: a. from the use tank b. to the correct line number (1-23).	2.1 Apply preventative measures prior to task to minimize problems. 2.2 Use common knowledge for safety. 2.3 Follow very specific step-by-step directions to perform a sequence of tasks. 2.4 Follow sequenced illustrations as a guide. 2.5 Identify components within a schematic. 2.6 Locate and use parts of an illustration (e.g., labels, numbers).
3. Transfer the milk to the production line: a. open the use tank valve; b. using the Use Tank screen type in the source tank number (one of the use tanks, 4551-4562); c. select the "XFER TO PRODUCTION" function key on the MMI; d. press the start button.	3.1 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 3.2 Enter data into the appropriate sections of a computer program. 3.3 Understand the operation of a computer keyboard. 3.4 Read and respond to computer commands. 3.5 Follow very specific step-by-step directions to perform a sequence of tasks.
4. When the votator operator begins running the production line, the pump on the use tank will begin pumping milk.	4.1 Recognize cause and effect; predict outcomes.

I. Clean the Milk Lines

1. Read the operator's manual to determine whether a full CIP (clean in place) should be performed or only a Sani-wash.

1.1 Read and understand abbreviations, contractions and acronyms (CIP).
1.2 Read and understand job-specific words (Sani-wash).
1.3 Using table of contents, index, appendices, glossary, systems or subsystems.
1.4 Distinguish between relevant and irrelevant information in text or visuals.
1.5 Cross-reference charted material with text.
1.6 Read two- or more column charts to obtain information.
1.7 Locate information in a chart at intersections of rows and columns.
1.8 Follow sequenced illustrations as a guide.
1.9 Follow very specific step-by-step directions to perform a sequence of tasks.

2. On the MMI, set the user level to sanitation.

2.1 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
2.2 Understand the operation of a computer keyboard.
2.3 Enter data into the appropriate sections of a computer program.
2.4 Follow very specific step-by-step directions to perform a sequence of tasks.

3. Configure the valves and swing pieces on the tank or loop to be cleaned so that the loop is isolated from other sections of the Milk Room.

3.1 Use common knowledge for safety.
3.2 Apply preventative measures prior to task to minimize problems.
3.3 Select the appropriate course of action by using taste, touch, sight, or hearing.
3.4 Identify components within a schematic.
3.5 Follow sequenced illustrations as a guide.
3.6 Follow very specific step-by-step directions to perform a sequence of tasks.
3.7 Locate and use parts of an illustration (e.g., labels, numbers).

4. Turn on the circular CIP chart.	4.1 Read and interpret readings on electronic instrumentation.
5. On the MMI, perform a CIP request sequence: a. consult the Milk Room manual to check which loops cannot be cleaned at the same time as others; b. select the loops to be cleaned; c. press the start button; d. as each part of the cleaning sequence is completed, mark the appropriate blank on the chart.	5.1 Using table of contents, index, appendices, glossary, systems or subsystems. 5.2 Follow sequenced illustrations as a guide. 5.3 Identify components within a schematic. 5.4 Identify details, labels, numbers, parts of an illustration, parts from a key or legend. 5.5 Read two- or more column charts to obtain information. 5.6 Locate information in a chart at intersections of rows and columns. 5.7 Read numbers or symbols from time, weight, distance, temperature and volume measuring scales. 5.8 Transfer numbers, codes, dates, figures from equipment or written sources onto appropriate sections of forms. 5.9 Follow very specific step-by-step directions to perform a sequence of tasks.
6. Monitor the MMI as it completes each portion of the cleaning sequence and mark the appropriate blank on the circular chart. a. Full CIP: pre-rinse (5 min.); caustic (20 min.); rinse (5 min.); acid (15 min.); rinse (5 min.); sanitizing rinse (5 min.). b. Sani-Wash: rinse (5 min.); sanitizing rinse (5 min.).	6.1 Observe and monitor a process using a computer screen. 6.2 Read and respond to computer commands. 6.3 Read and understand common words (acid). 6.4 Read and understand job-specific words (caustic, sanitizing rinse). 6.5 Use common knowledge for safety. 6.6 Follow very specific step-by-step directions to perform a sequence of tasks.
7. Turn off the circular CIP chart.	7.1 Read and interpret readings on electronic instrumentation.
8. Fill out the CIP log.	8.1 Locate the space on a form to enter data. 8.2 Locate information in a chart at intersections of rows and columns. 8.3 Enter appropriate information onto a form.

9. Reconfigure the valves for normal operation.	9.1 Select the appropriate course of action by using taste, touch, sight, or hearing. 9.2 Apply preventative measures prior to task to minimize problems. 9.3 Use common knowledge for safety. 9.4 Follow very specific step-by-step directions to perform a sequence of tasks. 9.5 Identify components within a schematic. 9.6 Follow sequenced illustrations as a guide. 9.7 Locate and use parts of an illustration (e.g., labels, numbers).
10. On the MMI, reset the operator level to User.	10.1 Understand the operation of a computer keyboard. 10.2 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 10.3 Enter data into the appropriate sections of a computer program. 10.4 Follow very specific step-by-step directions to perform a sequence of tasks.

II. Plan for Production

A. Make Daily Planning Decisions

1. At the beginning of each shift, check to make sure the mix tank valves are configured to send milk to the use tanks.	1.1 Use common knowledge for safety. 1.2 Apply preventative measures prior to task to minimize problems. 1.3 Select the appropriate course of action by using taste, touch, sight, or hearing. 1.4 Follow sequenced illustrations as a guide. 1.5 Identify components within a schematic. 1.6 Locate and use parts of an illustration (e.g., labels, numbers). 1.7 Follow very specific step-by-step directions to perform a sequence of tasks.
2. Get a printout of the weekly production schedule (updated daily) and read it to plan the milk production.	2.1 Locate information in a chart at intersections of rows and columns. 2.2 Read two- or more column charts to obtain information.

3. Check with the Oil Room operator as to oil mixes being made to determine the amounts of milk needed.	3.1 Communicate orally to describe and/or solve a problem. 3.2 Read numbers or symbols from time, weight, distance, temperature and volume measuring scales. 3.3 Read, write and compute percents to complete a task or subtask. 3.4 Convert percents to decimals or fractions and decimals/fractions to percents. 3.5 Use addition, subtraction, multiplication and division to solve problems with single and multiple digit whole numbers. 3.6 Compute averages, ranges or ratios.
4. Check the amounts of each type of milk in the use tanks and compare them to the needs of the production schedule.	4.1 Locate information in a chart at intersections of rows and columns. 4.2 Read, write and compute percents to complete a task or subtask. 4.3 Read two- or more column charts to obtain information. 4.4 Apply information from tables or graphs to locate malfunctions or select actions. 4.5 Use addition, subtraction, multiplication and division to solve problems with single and multiple digit whole numbers. 4.6 Read numbers or symbols from time, weight, distance, temperature and volume measuring scales. 4.7 Convert percents to decimals or fractions and decimals/fractions to percents. 4.8 Compute averages, ranges or ratios. 4.9 Select the appropriate course of action by using taste, touch, sight, or hearing. 4.10 Recognizing cause and effect; predicting outcomes.
5. Decide which mixes should be made first based on the production schedule.	5.1 Apply preventative measures prior to task to minimize problems. 5.2 Apply information from tables or graphs to locate malfunctions or select actions. 5.3 Use addition, subtraction, multiplication and division to solve problems with single and multiple digit whole numbers. 5.4 Read numbers or symbols from time, weight, distance, temperature and volume measuring scales. 5.5 Compute averages, ranges or ratios. 5.6 Recognizing cause and effect; predicting outcomes.

B. Order Products (first shift only)

1. Get a printout of the weekly production schedule (updated daily).
   - 1.1 Read two- or more column charts to obtain information.
   - 1.2 Locate information in a chart at intersections of rows and columns.

2. Check the existing stocks of ingredients and compare them to the needs of the production schedule.
   - 2.1 Apply preventative measures prior to task to minimize problems.
   - 2.2 Use addition, subtraction, multiplication and division to solve problems with single and multiple digit whole numbers.
   - 2.3 Apply information from tables or graphs to locate malfunctions or select actions.
   - 2.4 Read numbers or symbols from time, weight, distance, temperature and volume measuring scales.
   - 2.5 Compute averages, ranges or ratios.
   - 2.6 Recognizing cause and effect; predicting outcomes.
   - 2.7 Apply preventative measures prior to task to minimize problems.

3. Decide how much of each ingredient should be ordered.
   - 3.1 Apply preventative measures prior to task to minimize problems.
   - 3.2 Compute averages, ranges or ratios.
   - 3.3 Use addition, subtraction, multiplication and division to solve problems with single and multiple digit whole numbers.
   - 3.4 Read and understand job-specific words (names of special ingredients).
   - 3.5 Apply information from tables or graphs to locate malfunctions or select actions.
   - 3.6 Recognizing cause and effect; predicting outcomes.

4. Discuss which ingredients should be ordered with the person who orders products.
   - 4.1 Communicate orally to describe and/or solve a problem.
   - 4.2 Compute averages, ranges or ratios.
   - 4.3 Read numbers or symbols from time, weight, distance, temperature and volume measuring scales.
   - 4.4 Use addition, subtraction, multiplication and division to solve problems with single and multiple digit whole numbers.
   - 4.5 Recognizing cause and effect; predicting outcomes.

C. Monitor the Brine Tank (first shift only)

1. Check the brine tank and decide whether additional salt should be added.	1.1 Apply preventative measures prior to task to minimize problems. 1.2 Read numbers or symbols from time, weight, distance, temperature and volume measuring scales. 1.3 Select the appropriate course of action by using taste, touch, sight, or hearing. 1.4 Recognizing cause and effect; predicting outcomes.
2. Add salt as needed.	2.1 Use a measuring device to determine an object's weight, distance or volume in standard (English) units or metric units. 2.2 Apply preventative measures prior to task to minimize problems.

Sanitation Literacy Task Analysis

I. Clean the Stick Lines (lines 5-16).

A. Prepare the line for sanitation.

1. Gather forms (Sanitation Pre-Operational Report and Sanitation Report) for the line being cleaned.	1.1 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 1.2 Read and understand symbols and codes (e.g., colon, percent sign, w/, etc.). 1.3 Apply information from tables or graphs to locate malfunctions or select actions. 1.4 Read and understand symbols and codes (e.g., colon, percent sign, w/, etc.). 1.5 Find information by skimming or scanning text (including lists and tables). 1.6 Read and understand job-specific words (Sanitation Pre-Operational Report, Sanitation Report).
2. Using the operator's manual as a guide, prepare the Emulsion Tank for sanitation. a. Connect the product line to the spray ball inlet. b. Connect the CIP (Clean in Place, or sanitation) line to the product line. c. Connect the milk line from the tank to the CIP line and CIP pump. d. Connect the hose on the CIP pump to the CIP return line. e. Open the valve on the CIP return line. f. Turn on the CIP pump using the switch on the pump.	2.1 Use common knowledge for safety. 2.2 Identify components within a schematic. 2.3 Locate and use parts of an illustration (e.g., labels, numbers). 2.4 Follow sequenced illustrations as a guide. 2.5 Follow very specific step-by-step directions to perform a sequence of tasks. 2.6 Recognize cause and effect; predict outcomes. 2.7 Select the appropriate course of action by using taste, touch, sight, or hearing. 2.8 Cross-reference within and across source materials to select information to perform a routine. 2.9 Read and understand job-specific words (Emulsion Tank, sanitation, spray ball inlet, product line, CIP pump, CIP return line). 2.10 Read and understand abbreviations, contractions and acronyms (CIP).

3. Break down the B unit.
    - 3.1 Select the appropriate course of action by using taste, touch, sight, or hearing.
    - 3.2 Identify objects by particular physical characteristics (e.g., size, shape, color).
    - 3.3 Follow very specific step-by-step directions to perform a sequence of tasks.
    - 3.4 Use common knowledge for safety.
    - 3.5 Read and understand job-specific words (B unit).

4. Use the air hose to blow product out of the B unit (stick lines only).
    - 4.1 Follow very specific step-by-step directions to perform a sequence of tasks.
    - 4.2 Select the appropriate course of action by using taste, touch, sight, or hearing.
    - 4.3 Use common knowledge for safety.

5. Using the illustrations in the operator's manual, put the face plate on the B unit and hook up the two CIP jumpers (to the return line and the rear of the B unit).
    - 5.1 Follow very specific step-by-step directions to perform a sequence of tasks.
    - 5.2 Select the appropriate course of action by using taste, touch, sight, or hearing.
    - 5.3 Locate and use parts of an illustration (e.g., labels, numbers).
    - 5.4 Identify components within a schematic.
    - 5.5 Cross-reference within and across source materials to select information to perform a routine.
    - 5.6 Use common knowledge for safety.
    - 5.7 Read and understand job-specific words (CIP jumpers, face plate).

6. Disassemble the Benhil filling equipment.
    - 6.1 Follow very specific step-by-step directions to perform a sequence of tasks.
    - 6.2 Identify objects by particular physical characteristics (e.g., size, shape, color).
    - 6.3 Select the appropriate course of action by using taste, touch, sight, or hearing.
    - 6.4 Read and understand job-specific words (Benhil).
    - 6.5 Use common knowledge for safety.

B. Flush the Emulsion Tank and hose down the line.

1. Cover all electrical parts with plastic bags (e.g., machine switches, glue pot) to protect them from water.	1.1 Apply preventative measures prior to task to minimize problems. 1.2 Recognize cause and effect; predict outcomes. 1.3 Identify objects by particular physical characteristics (e.g., size, shape, color). 1.4 Select the appropriate course of action by using taste, touch, sight, or hearing. 1.5 Use common knowledge for safety. 1.6 Read and understand job-specific words (machine switches, glue pot).
2. Using illustrations in the operator's manual as a guide, configure the inlet and return line valves so that the line can be flushed (open all three ways).	2.1 Follow very specific step-by-step directions to perform a sequence of tasks. 2.2 Locate and use parts of an illustration (e.g., labels, numbers). 2.3 Identify components within a schematic. 2.4 Follow sequenced illustrations as a guide. 2.5 Cross-reference within and across source materials to select information to perform a routine. 2.6 Recognize cause and effect; predict outcomes. 2.7 Identify objects by particular physical characteristics (e.g., size, shape, color). 2.8 Select the appropriate course of action by using taste, touch, sight, or hearing. 2.9 Use common knowledge for safety. 2.10 Read and understand job-specific words (inlet, return line).

3. Using the device screen on the MMI, prepare the Emulsion Tank to be flushed with water.	3.1 Recognize cause and effect; predict outcomes. 3.2 Identify objects by particular physical characteristics (e.g., size, shape, color). 3.3 Locate and use parts of an illustration (e.g., labels, numbers). 3.4 Identify components within a schematic. 3.5 Follow sequenced illustrations as a guide. 3.6 Use common knowledge for safety. 3.7 Read and respond to computer commands. 3.8 Understand the operation of a computer keyboard. 3.9 Locate, compare, create or generate information using a computer program. 3.10 Observe and monitor a process using a computer screen. 3.11 Read and understand abbreviations, contractions and acronyms (MMI). 3.12 Read and understand job-specific words (Emulsion Tank device screen).
4. Using the Emulsion Tank device screen on the MMI, flush the tank with water (5-10 min.).	4.1 Follow very specific step-by-step directions to perform a sequence of tasks. 4.2 Recognize cause and effect; predict outcomes. 4.3 Read and respond to computer commands. 4.4 Understand the operation of a computer keyboard. 4.5 Observe and monitor a process using a computer screen.
5. While the tank is being flushed, hose down and soap the outside of the Emulsion Tank, the Benhil filling equipment and the parts that were disassembled.	5.1 Identify objects by particular physical characteristics (e.g., size, shape, color). 5.2 Select the appropriate course of action by using taste, touch, sight, or hearing. 5.3 Use common knowledge for safety.

C. Prepare the Emulsion Tank and the MMI for the sanitation run.

1. Using the operator's manual and the Emulsion Tank device screens on the MMI, prepare the Emulsion Tank for the sanitation run.

1.1 Recognize cause and effect; predict outcomes.
1.2 Identify objects by particular physical characteristics (e.g., size, shape, color).
1.3 Select the appropriate course of action by using taste, touch, sight, or hearing.
1.4 Cross-reference within and across source materials to select information to perform a routine.
1.5 Locate and use parts of an illustration (e.g., labels, numbers).
1.6 Identify components within a schematic.
1.7 Follow sequenced illustrations as a guide.
1.8 Use common knowledge for safety.
1.9 Read and respond to computer commands.
1.10 Understand the operation of a computer keyboard.
1.11 Observe and monitor a process using a computer screen.
1.12 Read and understand job-specific words (Emulsion Tank device screen).

2. Prepare the MMI for the sanitation run:
   a. using the Emulsion Tank device screen, close the K valve;
   b. enter the 4-digit code for a sanitation operator;
   c. at the CIP screen, check for a message indicating "devices in manual;"
   d. using the device screens, place any devices that are in manual mode back into auto.

2.1 Recognize cause and effect; predict outcomes.
2.2 Use common knowledge for safety.
2.3 Read and respond to computer commands.
2.4 Understand the operation of a computer keyboard.
2.5 Locate, compare, create or generate information using a computer program.
2.6 Enter data into the appropriate sections of a computer program.
2.7 Observe and monitor a process using a computer screen.

3. **Look for the message indicating that the caustic is ready to start on the CIP screen.**

3.1 Read and respond to computer commands.
3.2 Locate, compare, create or generate information using a computer program.

D. Perform the Sanitation run.

1. Perform the caustic step:
   a. at the CIP screen, press the caustic function key;
   b. using the stick, open the caustic valve;
   c. press the start function key to deliver caustic to the Emulsion Tank;
   d. when the MMI indicates that the caustic delivery is complete, press start again;
   e. the CIP screen indicates caustic is purging through the line (5 min.);
   f. close the caustic valve;
   g. the caustic circulates for 40 min. after it reaches an average temperature of 195 °F;
   h. when prompted by the MMI, press start to empty the tank (5 min.).

1.1 Read and respond to computer commands.
1.2 Understand the operation of a computer keyboard.
1.3 Enter data into the appropriate sections of a computer program.
1.4 Locate, compare, create or generate information using a computer program.
1.5 Observe and monitor a process using a computer screen.
1.6 Recognize cause and effect; predict outcomes.
1.7 Identify objects by particular physical characteristics (e.g., size, shape, color).
1.8 Select the appropriate course of action by using taste, touch, sight, or hearing.
1.9 Follow very specific step-by-step directions to perform a sequence of tasks.
1.10 Use common knowledge for safety.
1.11 Read numbers or symbols from time, weight, distance, temperature and volume measuring scales.
1.12 Read and understand job-specific words (caustic, purge).

2. Perform the tempered rinse: a. press the "hot water rinse" (i.e., tempered rinse) function key; b. press start to deliver hot water through the oil line; c. the hot water purges through the system and circulates for 5 min.; d. when prompted by the MMI, press start to empty the tank (5 min.).	2.1 Read and respond to computer commands. 2.2 Understand the operation of a computer keyboard. 2.3 Enter data into the appropriate sections of a computer program. 2.4 Observe and monitor a process using a computer screen. 2.5 Locate, compare, create or generate information using a computer program. 2.6 Follow very specific step-by-step directions to perform a sequence of tasks. 2.7 Read numbers or symbols from time, weight, distance, temperature and volume measuring scales. 2.8 Read and understand job-specific words (tempered rinse).
3. Perform the acid step: a. press the acid function key; b. using the stick, open the acid valve; c. press start to deliver acid to the Emulsion Tank; d. when the MMI indicates that the acid delivery is complete, press start again; e. the CIP screen indicates acid is purging through the line (5 min.); f. close the acid valve; g. the acid circulates for 20 min. after it reaches 154 °F; h. when prompted by the MMI, press start to empty the tank (5 min.).	3.1 Read and respond to computer commands. 3.2 Understand the operation of a computer keyboard. 3.3 Enter data into the appropriate sections of a computer program. 3.4 Locate, compare, create or generate information using a computer program. 3.5 Observe and monitor a process using a computer screen. 3.6 Recognize cause and effect; predict outcomes. 3.7 Identify objects by particular physical characteristics (e.g., size, shape, color). 3.8 Select the appropriate course of action by using taste, touch, sight, or hearing. 3.9 Follow very specific step-by-step directions to perform a sequence of tasks. 3.10 Use common knowledge for safety. 3.11 Read numbers or symbols from time, weight, distance, temperature and volume measuring scales. 3.12 Read and understand job-specific words (acid).

4. Perform the intermediate rinse:
   a. press the intermediate rinse function key;
   b. open the CIP water valve above the Emulsion Tank;
   c. press start to deliver water to the tank;
   d. when the MMI indicates that the water delivery is complete, press start again;
   e. the CIP screen indicates water is purging through the line (5 min.);
   f. close the water valve;
   g. the water circulates for 5 min.;
   h. when prompted by the MMI, press start to empty the tank (5 min.).

4.1 Read and respond to computer commands.
4.2 Understand the operation of a computer keyboard.
4.3 Enter data into the appropriate sections of a computer program.
4.4 Locate, compare, create or generate information using a computer program.
4.5 Observe and monitor a process using a computer screen.
4.6 Recognize cause and effect; predict outcomes.
4.7 Identify objects by particular physical characteristics (e.g., size, shape, color).
4.8 Select the appropriate course of action by using taste, touch, sight, or hearing.
4.9 Follow very specific step-by-step directions to perform a sequence of tasks.
4.10 Use common knowledge for safety.
4.11 Read numbers or symbols from time, weight, distance, temperature and volume measuring scales.
4.12 Read and understand job-specific words (intermediate rinse).

5. **Perform the final sanitizing rinse:** a. press the sanitizing rinse function key; b. open the CIP water valve above the Emulsion Tank; c. press start to deliver treated water to the tank; d. when the MMI indicates that the water delivery is complete, press start again; e. the CIP screen indicates the sanitizer is purging through the line (5 min.); f. close the water valve; g. the water circulates for 5 min.; h. when prompted by the MMI, press start to empty the tank (5 min.).	5.1 **Read and respond to computer commands.** 5.2 Understand the operation of a computer keyboard. 5.3 Enter data into the appropriate sections of a computer program. 5.4 Locate, compare, create or generate information using a computer program. 5.5 Observe and monitor a process using a computer screen. 5.6 Recognize cause and effect; predict outcomes. 5.7 Identify objects by particular physical characteristics (e.g., size, shape, color). 5.8 Select the appropriate course of action by using taste, touch, sight, or hearing. 5.9 Follow very specific step-by-step directions to perform a sequence of tasks. 5.10 Use common knowledge for safety. 5.11 Read numbers or symbols from time, weight, distance, temperature and volume measuring scales. 5.12 Read and understand job-specific words (final sanitizing rinse, sanitizer).
6. Complete the Sanitation Report for each step in the cleaning process: a. write down solution amounts, circulations times and temperatures; b. describe problems in the "additional notes/issues ..." section; c. contact Maintenance to explain any problems.	6.1 Locate the space on a form to enter data. 6.2 Enter data (create/generate) into the appropriate spaces on a form. 6.3 Determine the appropriate course of action in a particular situation. 6.4 Communicate orally to describe and/or solve a problem.

E. Prepare the line for production.

1. Using the operator's manual as a guide, prepare the emulsion tank for production: a. reconnect the product line to the tank inlet; b. disconnect the CIP line from the tank inlet; c. disconnect the CIP pump from the tank; d. using the Emulsion Tank device screen, open the K valve to drain the tank and then close the valve.	1.1 Recognize cause and effect; predict outcomes. 1.2 Use common knowledge for safety. 1.3 Follow sequenced illustrations as a guide. 1.4 Locate and use parts of an illustration (e.g., labels, numbers). 1.5 Cross-reference within and across source materials to select information to perform a routine. 1.6 Follow very specific step-by-step directions to perform a sequence of tasks. 1.7 Select the appropriate course of action by using taste, touch, sight, or hearing. 1.8 Use common knowledge for safety. 1.9 Understand the operation of a computer keyboard. 1.10 Read and respond to computer commands. 1.11 Enter data into the appropriate sections of a computer program. 1.12 Observe and monitor a process using a computer screen.
2. Reconnect the B unit.	2.1 Select the appropriate course of action by using taste, touch, sight, or hearing. 2.2 Identify objects by particular physical characteristics (e.g., size, shape, color). 2.3 Follow very specific step-by-step directions to perform a sequence of tasks. 2.4 Use common knowledge for safety.
3. Reassemble the Benhil filling equipment.	3.1 Follow very specific step-by-step directions to perform a sequence of tasks. 3.2 Identify objects by particular physical characteristics (e.g., size, shape, color). 3.3 Select the appropriate course of action by using taste, touch, sight, or hearing. 3.4 Use common knowledge for safety.

4. Using illustrations in the operator's manual, configure the inlet and return line valves so that they are ready for pre-production (set to recirculate product).	4.1 Recognize cause and effect; predict outcomes.
	4.2 Follow very specific step-by-step directions to perform a sequence of tasks.
	4.3 Locate and use parts of an illustration (e.g., labels, numbers).
	4.4 Identify components within a schematic.
	4.5 Follow sequenced illustrations as a guide.
	4.6 Identify objects by particular physical characteristics (e.g., size, shape, color).
	4.7 Select the appropriate course of action by using taste, touch, sight, or hearing.
	4.8 Use common knowledge for safety.
5. Check all filter screens to determine if they should be cleaned.	5.1 Determine the appropriate course of action in a particular situation.
	5.2 Select the appropriate course of action by using taste, touch, sight, or hearing.
	5.3 Identify objects by particular physical characteristics (e.g., size, shape, color).
	5.4 Use common knowledge for safety.
6. Check that the caustic, acid and sanitizer valves are closed.	6.1 Recognize cause and effect; predict outcomes.
	6.2 Identify objects by particular physical characteristics (e.g., size, shape, color).
	6.3 Select the appropriate course of action by using taste, touch, sight, or hearing.
	6.4 Use common knowledge for safety.
7. Check the spray balls for any foreign objects.	7.1 Recognize cause and effect; predict outcomes.
	7.2 Identify objects by particular physical characteristics (e.g., size, shape, color).
	7.3 Select the appropriate course of action by using taste, touch, sight, or hearing.
	7.4 Use common knowledge for safety.

8. Prepare the MMI for production: a. enter the 4-digit code for a regular line operator; b. at the Auto/Manual screen check for any devices in manual; c. using the device screens, place any devices that are in manual mode back into auto; d. using the Overview Screen on the MMI, check that the milk and oil lines show that they are ready to deliver milk and oil (not CIP).	8.1 Recognize cause and effect; predict outcomes. 8.2 Read and respond to computer commands. 8.3 Understand the operation of a computer keyboard. 8.4 Locate, compare, create or generate information using a computer program. 8.5 Use common knowledge for safety. 8.6 Read and understand job-specific words (Auto/Manual Screen, Overview Screen). 8.7 Observe and monitor a process using a computer screen.
9. Complete the Sanitation Pre-Operational Report for the line being cleaned: a. check the appropriate OK blank for each item on the list; b. if a problem occurs, check the not OK blank and describe the problem in the Remarks section; c. contact Maintenance to explain any problems.	9.1 Locate the space on a form to enter data. 9.2 Enter data (create/generate) into the appropriate spaces on a form. 9.3 Determine the appropriate course of action in a particular situation. 9.4 Communicate orally to describe and/or solve a problem.

II. Clean All Other Product Lines

A. Changes in cleaning procedures for the soft product lines (18, 19, 20):

1. The soft product lines do not require tearing down the filling equipment.	1.1 Select the appropriate course of action by using taste, touch, sight, or hearing.
2. Caustic and acid must each be run through the filler head for the last 5 min. of the caustic (acid) step: a. press the start button on the filler head to run caustic (acid) through it; b. press the stop button when the caustic (acid) cycle is complete.	2.1 Recognize cause and effect; predict outcomes. 2.2 Determine the appropriate course of action in a particular situation. 2.3 Read numbers or symbols from time, weight, distance, temperature and volume measuring scales. 2.4 Identify objects by particular physical characteristics (e.g., size, shape, color). 2.5 Select the appropriate course of action by using taste, touch, sight, or hearing. 2.6 Use common knowledge for safety.

3. Each of the three rinse cycles (tempered, intermediate and final sanitizing rinses) must each be run through the filler head for the entire 5 min. cycle.	**3.1 Recognize cause and effect; predict outcomes.** **3.2 Determine the appropriate course of action in a particular situation.** **3.3 Read numbers or symbols from time, weight, distance, temperature and volume measuring scales.** 3.4 Identify objects by particular physical characteristics (e.g., size, shape, color). 3.5 Select the appropriate course of action by using taste, touch, sight, or hearing. 3.6 Use common knowledge for safety.
B. Changes in cleaning procedures for line 22 (2-lb. and 3-lb. bowls):	
1. Remove the filler head first.	1.1 Determine the appropriate course of action in a particular situation. 1.2 Identify objects by particular physical characteristics (e.g., size, shape, color). 1.3 Select the appropriate course of action by using taste, touch, sight, or hearing. 1.4 Use common knowledge for safety.
2. Close off two extra valves: a. near the spit pipe; b. small valve next to the filler head.	2.1 Determine the appropriate course of action in a particular situation. 2.2 Identify objects by particular physical characteristics (e.g., size, shape, color). 2.3 Select the appropriate course of action by using taste, touch, sight, or hearing. 2.4 Use common knowledge for safety. 2.5 Recognize cause and effect; predict outcomes.
C. Changes in cleaning procedures for lines 1 and 2 (ready pat and chip pat):	
1. Disassemble the filling equipment: a. remove two bolts on line 1; b. disassemble all parts on line 2.	1.1 Determine the appropriate course of action in a particular situation. 1.2 Identify objects by particular physical characteristics (e.g., size, shape, color). 1.3 Select the appropriate course of action by using taste, touch, sight, or hearing. 1.4 Use common knowledge for safety.

2. Configure the valve at the Emulsion Tank: a. partially open whenever CIP solutions are circulating; b. closed when solutions are purging.	2.1 Recognize cause and effect; predict outcomes. 2.2 Identify objects by particular physical characteristics (e.g., size, shape, color). 2.3 Select the appropriate course of action by using taste, touch, sight, or hearing. 2.4 Use common knowledge for safety. 2.5 Determine the appropriate course of action in a particular situation.
3. Using the operator's manual as a guide, open the valves at the cat pump all 3 ways.	3.1 Recognize cause and effect; predict outcomes. 3.2 Locate and use parts of an illustration (e.g., labels, numbers). 3.3 Identify components within a schematic. 3.4 Follow sequenced illustrations as a guide. 3.5 Use common knowledge for safety.

New Product Specialist
Fat Free Squeeze Line 23
Literacy Task Analysis

I. New Product Specialist

A. Starting-Up Line (Every Monday morning, first shift)

1. Using the **Production Pre-Op Report** checks:
    a. the milk room (mix, use and minor tanks, and raw materials)
    b. the production floor (valves, pump, and emulsion tank)
    c. packaging materials (correct bottles, caps and shippers; correct and legible code dates on bottles and shippers)
    d. Writes the date, SKU, and operator name on the **Report**. For the milk room, checks off if an item is acceptable or writes a "U" for unsatisfactory. For the production floor, checks either "ok" or "not ok". If any of the pre-operational checks is not ok, solves the problem: Writes comments.

1.1 Identify objects by particular physical characteristics (e.g., size, shape, color).
1.2 Select the appropriate course of action by using taste, touch, sight, or hearing.
1.3 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
1.4 Read and write months, days, and years.
1.5 Locate the space on a form to enter data.
1.6 Enter appropriate information onto a form.
1.7 Write brief descriptive accounts of activities or transactions performed.
1.8 Apply preventative measures prior to task to minimize problems.
1.9 Read and understand job-specific words.
1.10 Follow a procedure when asked.
1.11 Interpret codes and symbols.
1.12 Identify details, labels, numbers, parts of an illustration, parts from a key or legend.
1.13 Identify and label objects.
1.14 Write brief descriptive accounts of activities or transactions performed.
1.15 Write key technical words accurately on forms.

2.	On the production line: Brings in packaging materials if necessary Manually turns on air lines, electrical switches, and control panel buttons to all packaging, casing, and palletizing machinery.	2.1 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 2.2 Hold a license to drive a fork truck. 2.3 Identify and use appropriate sections of text and visual material including control panels to complete a task. 2.4 Set priorities. 2.5 Identify procedures and resources for getting work done.
3.	On the production floor MMI: a. Goes to the Device Screen: checks all devices in automatic, on Alarm Screen no faults on, recirculation (8760), enters setpoint temperature, checks valves are correct. b. Goes to Control Panel Screen and selects *Production Start-up*. c. Goes to Overview Screen and monitors the San Loc and pumps coming on.	3.1 Read and respond to computer commands. 3.2 Enter data into the appropriate sections of a computer program. 3.3 Understand the operation of a computer keyboard. 3.4 Observe and monitor a process using a computer screen. 3.5 Follow sequenced illustrations as a guide. 3.6 Find information by skimming or scanning text including computer screens. 3.7 Interpret codes and symbols. 3.8 Identify components within a schematic. 3.9 Read and understand job-specific words. 3.10 Identify and use appropriate sections of text and visual material including computer screens to complete a task. 3.11 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 3.12 Work in accordance with established standards without supervision. 3.13 Communicate orally to describe

d. Contacts maintenance team member if there is a problem.

4. In the milk room , after the frist batch of start-up is made in TK4562, hooks-up the hoses and configures the 3-way valve so that the batch recirculates for 15 minutes. (This clears the line, mixes the batch, and gets the diluted product out of the line and the mix tank.) Watches for the water to turn to mix (yellow). Confighures the 3-way valve to transfer from mix tank (4562) to use tank (4561). Using the MMI, transfers batch.

and/or solve a problem.

3.14 Determine the appropriate course of action in a particular situation.

3.15 Utilize information from an illustration.

3.16 Read and understand job-specific words.

3.17 Determine the presence of a defect or extent of damage.

4.1 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.

4.2 Recognize cause and effect; predict outcomes.

4.3 Follow sequenced illustrations as a guide.(on a computer screen)

4.4 Identify components within a schematic.

4.5 Follow directions to complete a task that includes observing.

4.5 Read and understand job-specific words.

4.6 Read and respond to computer commands.

4.7 Observe and monitor a process using a computer screen.

4.8 Locate, compare, create or generate information using a computer program.

4.9 Understand the operation of a computer keyboard.

B. Transferring a Batch to Production

1. Looks at the level of use Tank 4561 on the MMI screen. Knows that when the level reaches 3,500 lbs., it is time to transfer a batch from holding Tank 4562 to use Tank 4561 using the MMI.

1.1 Follow directions to complete a task that includes observing.
1.2 Locate, compare, create or generate information using a computer program.
1.3 Understand the operation of a computer keyboard.
1.4 Read and respond to computer commands.
1.5 Observe and monitor a process using a computer screen.
1.6 Enter data into the appropriate sections of a computer program.
1.7 Read and understand job-specific words.
1.8 Utilize information from an illustration on a computer screen.

C. Making a Batch of Fat Free Squeeze)

1. Transfers 13,080 of hot water from water tank to mix (holding) tank TK4562. a. Configures swing panel at start-up and shut-down only. b. Checks 3-way valves on the bottom of the water and mix tanks to make sure they are turned so that the drain is blocked. c. Opens valves to let water out. (beginning of week and for sanitization only.) d. Knows water will not transfer unless water is heated to 182 degrees. e. Monitors the water level of TK4562 on the MMI and cancels the flush sequence.	1.1 Identify components within a schematic. 1.2 Read and respond to computer commands. 1.3 Read and respond to computer commands. 1.4 Locate, compare, create or generate information using a computer program. 1.5 Understand the operation of a computer keyboard. 1.6 Observe and monitor a process using a computer screen. 1.7 Read and understand job-specific words (). 1.8 Locate and use parts of an illustration (e.g., labels, numbers). 1.9 Identify and use appropriate sections of text and visual material including computer screens to complete a task. 1.10 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 1.11 Read and write decimals to one or more places to complete a task or subtask. 1.12 Read and understand measurements in standard English units or metric units. 1.13 Select the appropriate course of action by using taste, touch, sight, or hearing. 1.14 Enter data into the appropriate sections of a computer program. 1.15 Recognize cause and effect; predict outcomes. 1.16 Read and understand job-specific words.
2. Using a forklift, delivers	2.1 Classify or match objects by

	and unloads carrageenan, Slendid, salt, and zanthum gum at TK 4562.		color, size, or significant marking.
		2.2	Hold a license to drive a fork truck.
3.	Puts on safety gear.	3.1	Apply preventative measures prior to task to minimize problems.
		3.2	Use common knowledge for safety.
4.	Watches MMI. When agitator comes on, adds first four ingredients (sorbate, benzoate, lactic acid, and EDTA) to mix tank 4562. When screen reads, *Mix Active*, acknowledges on the MMI that the first four ingredients have been added.	4.1	Observe and monitor a process using a computer screen.
		4.2	Read and understand job-specific words ().
		4.3	Read and respond to computer commands.
		4.4	Identify and use appropriate sections of text and visual material, computer screen, and control panels to complete a task.
		4.5	Understand the operation of a computer keyboard.
5.	Monitors the high speed shear mixer on the MMI as it comes on. Can operate the mixer in either automatic or manual. Turns on the mixer (manual) early to speed up the batching process if necessary.	5.1	Observe and monitor a process using a computer screen.
		5.2	Initiate actions.
		5.3	Draw conclusions.
		5.4	Determine the appropriate course of action in a particular situation.
6.	Adds Slendid to TK 4562. Monitors the blending cycle. Acknowledges on the MMI that Slendid has been added.	6.1	Read and respond to computer commands.
		6.2	Understand the operation of a computer keyboard.
		6.3	Observe and monitor a process using a computer screen.
		6.4	Read and understand job-specific words ().

	6.5 Identify and use appropriate sections of text and visual material to complete a task. 6.6 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 6.7 Classify or match objects by color, size, or significant marking.
7. After Slendid is blended, monitors MMI screen as calcium is added automatically to TK 4562. Waits for approximately 15 minutes while Slendid and calcium are mixed. Knows this step must be performed accurately.	7.1 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 7.2 Identify and use appropriate sections of text and visual material (including computer screens) to complete a task. 7.3 Observe and monitor a process using a computer screen. 7.4 Read and understand job-specific words.Write and tell time using a clock. 7.5 Work in accordance with established standards without supervision.
8. Adds carrageenan, zanthum gum, non-fat dry milk, and salt to mix tank 4562. a. When MMI screen reads, *Add carrageenan, xanthum gum, non-fat milk, and salt*, adds salt and non-fat milk first. b. When non-fat milk is mixed thoroughly (no lumps in mix), **first** adds carrageenan and then zantham gum. c. Blends for two minutes.	8.1 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 8.2 Identify and use appropriate sections of text and visual material to complete a task. 8.3 Read and understand job-specific words. 8.4 Read and respond to computer commands. 8.5 Understand the operation of a computer keyboard. 8.6 Observe and monitor a process using a computer screen. 8.7 Select the appropriate course of action by using taste, touch, sight, or hearing.

d.	Acknowledges on the MMI these ingredients have been added.	8.8 Classify or match objects by color, size, or significant marking. 8.9 Write and tell time using a clock.
9.	Adds flavoring. Acknowledges on the MMI flavoring added.	9.1 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 9.2 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 9.3 Read and understand job-specific words. 9.3 Read and respond to computer commands. 9.4 Understand the operation of a computer keyboard. 9.5 Classify or match objects by color, size, or significant marking.
10.	Monitors MMI screen and reads message, *Oil delivery in progress*. MMI automatically pumps oil (containing vitamin mix) into TK 4562.	10.1 Observe and monitor a process using a computer screen. 10.2 Read and understand job-specific words. 10.3 Identify and use appropriate sections of text and visual material including computer screen to complete a task.
11.	Monitors air blow sequence on the MMI. (automatic). Oil blending stage.	11.1 Observe and monitor a process using a computer screen. 11.2 Identify and use appropriate sections of text and visual material to complete a task. 11.3 Read and understand job-specific words.
12.	Transfers batch from TK 4562 (holding tank) to TK	12.1 Observe and monitor a process using a computer screen.

	4561 (use tank) when batch in TK 4561 gets to 3,500 lb. level. Transfers by hand by turning the 3-way valve on TK 4561 to block to TK 4562. When 4562 reaches 1,000 lbs., recirculate into 4562. Ready to make another batch.	12.2 Identify and use appropriate sections of text and visual material to complete a task. 12.3 Select the appropriate course of action by using taste, touch, sight, or hearing. 12.4 Recognize cause and effect; predict outcomes. 12.5 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 12.6 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 12.7 Read and understand measurements in standard English units or metric units.
13.	On the production line checks: a. Pressure by looking a 2 air gauges and MMI reading. Makes adjustments if necessary. b. The filler. Makes adjustments if necessary.	13.1 Observe and monitor a process using a computer screen. 13.2 Read and interpret the markings on a scale or guage. 13.3 Read and understand measurements in standard English units or metric units. 13.4 Read and interpret readings on electronic instrumentation. 13.5 Recognize cause and effect; predict outcomes. 13.6 Determine the appropriate course of action in a particular situation.
14.	Completes the **8760 Milk Room Mix Record**	14.1 Interpret codes and symbols. 14.2 Combine information from multiple sources that contribute to the completion of a task. 14.3 Determine the presence of a defect or extent of damage. 14.4 Locate the space on a form to enter data. 14.5 Enter appropriate information

onto a form.

14.6 Transfer numbers, codes, dates, figures from equipment or written sources onto appropriate sections of forms.

14.7 Read and interpret readings on electronic instrumentation.

14.8 Read and interpret the markings on a scale.

14.9 Read, write and count single and multiple digit whole numbers to complete a task or subtask.

14.10 Identify and label objects.

14.11 Identify objects by particular physical characteristics (e.g., size, shape, color).

14.12 Read and write decimals to one and more places to complete a task or subtask.

14.13 Read and understand abbreviations, contractions and acronyms ().

14.14 Read and understand job-specific words.

14.15 Read and write months, days, and years.

14.16 Understand and use technical terms.

14.17 Write and tell time using a clock.

15. During the batching process, operates the machinery and equipment with regard to the continuous improvement of:
    a. **efficiency**: simultaneously performs several tasks whenever possible, such as, measures ingredients for next batch while mixing is in process.

    b. **quality**: accurately measures ingredients.
    c. **safety and enhanced work environment:** wears safety gear (apron, gloves, safety glasses, face shield); cleans work area, equipment, containers; dumps trash; requests trash pick-up; safely operates hand trucks and forklifts.

15.1 Apply preventative measures prior to task to minimize problems.
15.2 Use common knowledge for safety.
15.3 Demonstrate behavior that is reliable, trustworthy, and professional.
15.4 Work in accordance with established standards without supervision.
15.5 Seek increased responsibility.
15.6 Initiate actions.
15.7 Make adjustments in work habits and maintain a positive attitude.
15.8 Give information or directions clearly.
15.9 Select the appropriate course of action by using taste, touch, sight, or hearing.
15.10 Set priorities.

D. Measures materials and ingredients for a batch.

1. Locates and measures sodium benzoate and EDTA: Sets empty container on scale. Tares out container. Presses 0. Pours sodium benzoate into container until scale reads 15 lbs. Tares out container with sodium benzoate in it. Presses 0. Pours EDTA into container with the sodium benzoate until the scale reads .85 lbs.	1.1 Read and write decimals to one or more places to complete a task or subtask. 1.2 Work in accordance with established standards without supervision. 1.3 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 1.4 Read and understand measurements in standard English units or metric units. 1.5 Read and interpret the markings on a scale. 1.6 Read and write numbers or symbols from time, weight, distance, temperature and volume measuring scales. 1.7 Use a measuring device to determine an object's weight, distance or volume in standard (English) units or metric units. 1.8 Read and understand job-specific words. 1.9 Classify or match objects by color, size, or significant marking. 1.10 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
2. Locates and sets out a 50 lb. bag of potassium sorbate.	2.1 Read and understand job-specific words. 2.2 Read and understand measurements in standard English units or metric units. 2.3 Classify or match objects by color, size, or significant marking. 2.4 Read, write and count single and multiple digit whole numbers to

			complete a task or subtask.
3.	Locates and measures lactic acid. Pumps 34 1/2 lbs. of lactic acid out of a drum into a pail.	3.1	Classify or match objects by color, size, or significant marking.
		3.2	Read and write common fractions to complete a task or subtask.
		3.3	Read, write and count single and multiple digit whole numbers to complete a task or subtask.
4.	Locates and measures flavoring (Firminich). Sets empty container on scale. Tares out container (presses 0 on scale Pours flavoring into container until scale reads 2,748 grams. Covers.	4.1	Classify or match objects by color, size, or significant marking.
		4.2	Read and write decimals to one or more places to complete a task or subtask.
		4.3	Read, write and count single and multiple digit whole numbers to complete a task or subtask.
		4.4	Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
		4.5	Read and understand job-specific words.
		4.6	Work in accordance with established standards without supervision.
		4.6	Read and understand measurements in standard English units or metric units.
		4.7	Read and interpret the markings on a scale.
		4.8	Read and write numbers or symbols from time, weight, distance, temperature and volume measuring scales.
		4.9	Use a measuring device to determine an object's weight, distance or volume in standard (English) units or metric units.

5. Locates and counts out twelve bags of non-fat dry milk solids and loads on a skid using a forklift.	5.1 Read and understand job-specific words. 5.2 Classify or match objects by color, size, or significant marking. 5.3 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
6. Locates, counts, amd measures 6 bags + 15 lbs. of salt (315 lbs.) and loads on a skid using a forklift.	6.1 Read and understand job-specific words. 6.2 Classify or match objects by color, size, or significant marking. 6.3 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
7. Locates and measures carrageenan. Sets empty container on scale. Tares out container (presses 0 on scale). Scoops carrageenan into container until scale reads 60 lbs. (decimals). Loads onto forklift.	7.1 Classify or match objects by color, size, or significant marking. 7.2 Read and write decimals to one or more places to complete a task or subtask. 7.3 Read and understand measurements in standard English units or metric units. 7.4 Read and interpret the markings on a scale. 7.5 Read and write numbers or symbols from time, weight, distance, temperature and volume measuring scales. 7.6 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
8. Locates, counts, and measures 2 bags + 40 lbs. of Slendid. Measures 40 lbs. by setting a full bag of Slendid (55 lbs.) on a scale and taking out 15 lbs.	8.1 Classify or match objects by color, size, or significant marking. 8.2 Read and write decimals to one or more places to complete a task or subtask.

	Loads on a forklift.	8.3 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 8.4 Read and understand measurements in standard English units or metric units. 8.5 Read and interpret the markings on a scale. 8.6 Read and write numbers or symbols from time, weight, distance, temperature and volume measuring scales.
9.	Locates and measures xanthan gum: Sets a full drum on the floor scale. Subtracts the weight (8 lbs.) of the drum. Tares out. Takes out ingredient (25 lbs.) until scale reads 83 lbs. Stores remaining for further use. Loads onto skid.	9.1 Add, subtract, multiply and divide decimals to one and more places to solve a problem. 9.2 Use addition, subtraction, multiplication and division to solve problems with single and multiple digit whole numbers. 9.3 Determine if a solution to a mathematical problem is reasonable. 9.4 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 9.5 Classify or match objects by color, size, or significant marking. 9.6 Read and understand measurements in standard English units or metric units. 9.7 Read and write numbers or symbols from time, weight, distance, temperature and volume measuring scales. 9.8 Read and interpret the markings on a scale.
10.	Premixes oil: Pumps oil from oil drum to oil tank by turning on pump (MMI, F10/F1). 375 lbs. is automatically transferred. Goes to lab and measures the two	10.1 Read and respond to computer commands. 10.2 Enter data into the appropriate sections of a computer program. 10.3 Observe and monitor a process

	vitamins (a total of 34 grams). After agitator(automatically) comes on, adds the vitamins to the oil tank.	using a computer screen. 10.4 Locate, compare, create or generate information using a computer program. 10.5 Work in accordance with established standards without supervision.
11.	Performs color test on oil: After the oil has been blending for approximately 15 minutes, takes an oil sample to the lab for a color test. Refers to chart in lab. If sample does not pass test, does a retest. If retest sample does not pass, adjusts oil: Add more oil if the oil is too dark. Add more vitamins if the oil is too light. Picks-up vitamins for next batch along with batch number ticket. Keeps ticket with vitamins.	11.1 Write and tell time using a clock. 11.2 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 11.3 Work in accordance with established standards without supervision. 11.4 Apply information from tables or graphs to locate malfunctions or select actions. 11.5 Read two- or more column charts to obtain information. 11.6 Determine the presence of a defect or extent of damage. 11.7 Determine the appropriate course of action in a particular situation. 11.8 Recognize cause and effect; predict outcomes. 11.9 Select the appropriate course of action by using taste, touch, sight, or hearing.
12.	Premixes calcium: Measures 7.5 lbs. of calcium chloride and 15 lbs. of calcium lactate into a container. Tares out. Using the MMI (F10/F3), starts the water in the calcium tank. Agitator comes on automatically. Puts on safety glasses and slowly pours calciums into tank. Preset to blend 5-10 minutes. MMI reads, *Calcium ready for delivery*.	12.1 Read and write decimals to one or more places to complete a task or subtask. 12.2 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 12.3 Work in accordance with established standards without supervision. 12.4 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 12.5 Read and understand

	measurements in standard English units or metric units. 12.6 Read and interpret the markings on a scale. 12.7 Read and write numbers or symbols from time, weight, distance, temperature and volume measuring scales. 12.8 Use a measuring device to determine an object's weight, distance or volume in standard (English) units or metric units. 12.9 Read and understand job-specific words.
13. Restocks materials and ingredients: a. Every Monday, checks homogenizer oil level.by lookings at the site glass. Requests from maintenance more oil when necessary. b. Supplies more corn oil when the pump makes a distinct noise (the sound of air in the line). This means barrel is almost empty. Connects new barrel. c. Determines when more ingredients are needed and requests them to be delivered.	13.1 Select the appropriate course of action by using taste, touch, sight, or hearing. 13.2 Give information or directions clearly. 13.3 Identify procedures and resources for getting work done.

15. During the measuring process, operates the machinery and equipment, with regard to the continuous improvement of:
    a. **efficiency**: simultaneously performs several tasks whenever possible; measures and allocates ingredients for next batch.

    b. **quality**: accurately measures ingredients
    c. **safety and enhanced work environment**: wears safety gear (apron, gloves, safety glasses, face shield); cleans work area, equipment, and containers; operates hand trucks and forklifts; discards trash and requests trash pick-up.

15.1 Apply preventative measures prior to task to minimize problems.
15.2 Use common knowledge for safety.
15.3 Demonstrate behavior that is reliable, trustworthy, and professional.
15.4 Select the appropriate course of action by using taste, touch, sight, or hearing.
15.5 Work in accordance with established standards without supervision.
15.6 Seek increased responsibility.
15.7 Initiate actions.
15.8 Make adjustments in work habits and maintain a positive attitude.
15.9 Give information or directions clearly.
15.10 Set priorities.

D. Packaging, Casing, and Palletizing Product
1. Gathers paperwork.
    a. At the beginning of a shift collects, reads, and follows instructions on paperwork: **Process Log, Milk Room Mix Record, Materials Usage, No Fat Shift Report, Case Count, Shift Summary Report, Weekly Highlights for Line 23,** and notes and scheduling information from the New Product Specialist Supervisor.
    b. Reads the **Code Date Chart** to locate the appropriate code date for 8760, Fleischmann's No-Fat Squeeze. Writes the

code date, the operator name, date, and shiftin the appropriate blanks on the **Process Log**.

1.1 Read and understand job-specific words.

1.2 Transfer numbers, codes, dates, figures from equipment or written sources onto appropriate sections of forms.

1.3 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
1.4 Read two- or more column charts to obtain information.
1.5 Interpret codes and symbols.
1.6 Locate the space on a form to enter data.
1.7 Enter appropriate information onto a form.
1.8 Read and write months, days, and years.
1.9 Read and understand job-specific words.
1.10 Combine information from multiple sources that contribute to the completion of a task.
1.11 Cross-reference within and across source materials to select information to perform a routine.
1.12 Read and understand the main idea of a job-specific material.
1.13 Follow directions to complete a task that includes reading and identifying information.
1.14 Find information by skimming or scanning text (including lists and tables).
1.15 Understand and use technical terms.
1.16 Make adjustments in work habits and maintain a positive attitude.

vendors and customers.

reaction.

2.3 Use words in context.

2.4 Give information or directions clearly.

2.5 Use appropriate emphasis/pauses.

2.6 Communicate orally to describe and/or solve a problem.

2.7 Give constructive feedback.

2.8 Focus on topic/problem.

2.9 Speak face-to-face using good eye contact.

2.10 Give information/directions clearly.

2.11 Listen attentively in face to face conversations.

2.12 Use persuasive speech.

2.13 Explain principles/theory.

2.14 Listen to questions.

2.15 Respond to appropriate body language.

2.16 Speak clearly.

2.17 Summarize.

2.18 Use technical terms/vocabulary.

2.19 Use telephone.

2.20 Speak with understanding.

2.21 Understand verbal information/directions.

2.22 Use verbal information.

2.23 Modify one's behavioral style to prevent or resolve conflicts.

2.24 Recognize and communicate good results.

2.25 Encourage and support others.

2.26 Perceive and understand other's feelings, needs, values, and opinions.

2.27 Draw conclusions.

2.28 Determine the appropriate course of action in a particular situation.

2.29 Identify when additional information is needed.

2.30 Identify main idea.

2.31 Use appropriate body language.

3. Meets as a team member to review and discuss the continual improvement of operational procedures, team member performance, production efficiency, workplace safety and product quality.

3.1 Make adjustments in work habits and maintain a positive attitude.
3.2 Demonstrate behavior that is reliable, trustworthy, and professional.
3.3 Seek increased responsibility.
3.4 Ask both open-ended and closed-ended questions.
3.5 Use appropriate body language.
3.6 Check for understanding and reaction.
3.7 Use words in context.
3.8 Give information or directions clearly.
3.9 Use appropriate emphasis/pauses.
3.10 Explain cause/effect relationships.
3.11 Communicate orally to describe and/or solve a problem.
3.12 Give constructive feedback.
3.13 Focus on topic/problem.
3.14 Speak face-to-face using good eye contact.
3.15 Give information/directions clearly.
3.16 Listen attentively in face to face conversations.
3.17 Paraphrase.
3.18 Use persuasive speech.
3.19 Explain principles/theory.
3.20 Listen to questions.
3.21 Respond to appropriate body language.
3.22 Speak clearly.
3.23 Summarize.
3.24 Use technical terms/vocabulary.
3.25 Speak with understanding.
3.26 Use verbal information.
3.27 Modify one's behavioral style to prevent or resolve conflicts.
3.28 Recognize and communicate good results.
3.29 Encourage and support others.

3.30 Perceive and understand other's feelings, needs, values, and opinions.
3.31 Draw conclusions.
3.32 Identify main idea.
3.33 Use problem-solving steps, tools, and techniques.
3.34 Recognize cause and effect; predict outcomes.
3.35 Identify procedures and resources for getting work done.
3.36 Determine the appropriate course of action in a particular situation.
3.37 Set and achieve goals in a timely manner.
3.38 Identify when additional information is needed.
3.39 Set priorities.

4.	Trains other personnel in team roles and work operational\ procedures as needed.	4.1	Ask both open-ended and closed-ended questions.
		4.2	Use appropriate body language.
		4.3	Check for understanding and reaction.
		4.4	Use words in context.
		4.5	Give information or directions clearly.
		4.6	Use appropriate emphasis/pauses.
		4.7	Explain cause/effect relationships.
		4.8	Give constructive feedback.
		4.9	Communicate orally to describe and/or solve a problem.
		4.10	Speak face-to-face using good eye contact.
		4.11	Give information/directions clearly.
		4.12	Listen attentively in face to face conversations.
		4.13	Explain principles/theory.
		4.14	Describe a procedure for someone to follow.
		4.15	Listen to questions.
		4.16	Respond to appropriate body language.
		4.17	Speak clearly.
		4.18	Summarize.
		4.19	Use technical terms/vocabulary.
		4.20	Speak with understanding.
		4.21	Recognize and communicate good results.
		4.22	Encourage and support others.
		4.23	Perceive and understand other's feelings, needs, values, and opinions.
		4.24	Identify when additional information is needed.
		4.25	Demonstrate behavior that is reliable, trustworthy, and professional.

H. Conducting Safety Audits * (not currently performed;planned for future.

J. Ordering Materials (not currently performed; planned for the furture.)

1.17 Work in accordance with established standards without supervision.

2. Operates and monitors the bottle hopper using the pushbuttons on the control panel and switches. Watches the supply (level) of bottles in the hopper and supplies more when needed. Determines the need and request more cartons of bottles be delivered to the hopper. Completes **Materials Usage Report** as a carton of bottles is used. Operates bottle hopper with regard to:

a. **Efficiency:** supplies/requests bottles in a timely manner; feeds bottles on the elevator to assure the proper spacing/flow of bottles into the shute and preorientor, thus, preventing gaps in the line;

b. **Quality:** checks for defective bottles (i.e., crushed bottles, dirty bottles, bottles with holes, bottles without labels.)

2.1 Read and understand job-specific words.
2.2 Give information or directions clearly.
2.3 Select the appropriate course of action by using taste, touch, sight, or hearing.
2.4 Classify or match objects by color, size, or significant marking.
2.5 Interpret codes and symbols.
2.6 Follow directions to complete a task that includes observing.
2.7 Determine the appropriate course of action in a particular situation.
2.8 Recognize cause and effect; predict outcomes.
2.9 Read and write months, days, and years.
2.10 Locate the space on a form to enter data.
2.11 Enter appropriate information onto a form.
2.12 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
2.13 Determine the presence of a defect or extent of damage.
2.14 Identify and use appropriate sections of text and visual (including and control panels) to complete a task.
2.15 Work in accordance with established standards without supervision.
2.16 Set priorities.
2.17 Identify procedures and resources for getting work done.
2.18 Apply preventative measures prior to task to minimize problems.

	2.19 Identify procedures and resources for getting work done.
3. Operates and monitors the elevator using the control panel pushbuttons and switches. Operates with regard to: a. **Efficiency:** Adjusts the speed of elevator to assure the proper spacing/flow of bottles into the preorientor, thus, preventing gaps in the line.	3.1 Determine the appropriate course of action in a particular situation. 3.2 Recognize cause and effect; predict outcomes. 3.3 Identify and use appropriate sections of text and visual material (includng control panels)to complete a task. 3.4 Select the appropriate course of action by using taste, touch, sight, or hearing. 3.5 Apply preventative measures prior to task to minimize problems.Determine the presence of a defect or extent of damage.
4. Operates and monitors the preorientor (includes bottle shute and carousel) using the control panel pushbuttons and switches adjust speed. Operates with regard to: a. **Efficiency:** eye in the carousel b. **Quality:** check for correct code date; check for legibility and correct placement of code date on the bottom of the bottles. d. **Minor adjustments:** dislodges bottles "hung-up" in shute; adjusts speed. Cleans code dater.	4.1 Identify and use appropriate sections of text and visual material including control panels to complete a task. 4.2 Apply preventative measures prior to task to minimize problems. 4.3 Select the appropriate course of action by using taste, touch, sight, or hearing. 4.4 Determine the presence of a defect or extent of damage. 4.5 Interpret codes and symbols. 4.6 Work in accordance with established standards without supervision.
5. Operates and monitors the conveyor belt (after preorientor) using the control panel pushbuttons and switches. Operates with regard to: a. **Efficiency:** Looks for	5.1 Identify and use appropriate sections of text and visual material to complete a task. 5.2 Identify and use appropriate sections of text and visual material including control panels

	bottles falling over in front of the blue electronic eye. Knows this stops the preorientor and sets bottle upright.Checks for the backing up of bottles and takes bottles off from conveyor to maintain even spacing between bottles; maintains bottle back-up to keep filler turning properly. **Quality:** Knows that when a gap occurs, the last four bottles before a gap are underweight and must be filled by hand to just below the line on the bottle; looks for defective bottles; discards bottles when they are "blown off" into the floor. **Cost Reduction:** recycles bottles when they are "blown off" into carton.		to complete a task.
		5.3	Apply preventative measures prior to task to minimize problems.
		5.4	Determine the presence of a defect or extent of damage.
		5.5	Select the appropriate course of action by using taste, touch, sight, or hearing.
6.	Operates and monitors the bottle wheel.	6.1	
7.	Operates and monitors the filler. Monitors and adjusts fill weight by: a.Looking at the gauge and weight filler for the weight per cell (24 individual cells). Knows that each cell should weigh between a predetermined range. If too high or low, adjust. Press Enter 9800. Press Enter. c. Making minor repairs: Replace "o" ring when a	7.1	Identify and use appropriate sections of text and visual material to complete a task.
		7.2	Apply preventative measures prior to task to minimize problems.
		7.3	Determine the appropriate course of action in a particular situation.
		7.4	Follow very specific step-by- step directions and procedures to perform a sequence of tasks.
		7.5	Predict outcomes.
		7.6	Recognize cause and effect;

filler leaks.	predict outcomes. 7.7 Work in accordance with established standards without supervision. 7.8 Read and understand job-specific words (any decimals/computing). 7.9 Read and interpret the markings on a scale. 7.10 Use a measuring device to determine an object's weight, distance or volume in standard (English) units or metric units. 7.11 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 7.12 Read and understand measurements in standard English units or metric units. 7.13 Read and interpret readings on electronic instrumentation. 7.14 Select the appropriate course of action by using taste, touch, sight, or hearing. 7.15 Determine the presence of a defect or extent of damage. 7.16 Combine information from multiple sources that contribute to the completion of a task. 7.17 Read and understand the main idea of a job-specific material.
8. Operates and monitors the cap hopper using. Watches the supply of caps in the hopper and supplies more when needed. Determines the need for more cartons of caps and requests them to be delivered to the hopper when needed. Completes the **Materials Usage Report** as each carton of caps is used. Operates the cap hopper with regard to:	8.1 Read and write months, days, and years. 8.2 Locate the space on a form to enter data. 8.3 Enter appropriate information onto a form. 8.4 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 8.5 Apply preventative measures prior to task to minimize problems.

	Quality: checks for defective caps and labeling.	8.6 Determine the presence of a defect or extent of damage. 8.7 Give information or directions clearly. 8.8 Interpret codes and symbols. 8.9 Determine the appropriate course of action in a particular situation. 8.10 Identify procedures and resources for getting work done. 8.11 Select the appropriate course of action by using taste, touch, sight, or hearing. 8.12 Read and understand job-specific words. 8.13 Identify procedures and resources for getting work done.
9.	Monitors and operates the elevator using the control panel and switches.	9.1 Identify and use appropriate sections of text and visual material including control panels. to complete a task.
10.	Monitors and operates the capper using the pushbuttons on the control panel and switches. Operates with regard to: **efficiency:** orange eye before the capper; listens for clicking sound to check the capper is operating properly. **quality**: looks for defective caps; listens for "buzz" which means cap is off. **minor**	10.1 Identify and use appropriate sections of text and visual material (including control panels) to complete a task. 10.2 Follow very specific step-by-step directions and procedures to perform a sequence of tasks. 10.3 Select the appropriate course of action by using taste, touch, sight, or hearing.

	adjustment: dislodges caps caught in capper.	10.4 Apply preventative measures prior to task to minimize problems. 10.5 Determine the presence of a defect or extent of damage.
11.	Operates and monitors the sealer. When bottles get hung up at lid sealer, checks (smells and looks for) the rubber seal for burn.	11.1 Select the appropriate course of action by using taste, touch, sight, or hearing. 11.2 Apply preventative measures prior to task to minimize problems. 11.3 Determine the presence of a defect or extent of damage.
12.	Operates and monitors the s curve conveyor using control panel buttons and switches. Operates with regard to: **Quality:** Responds to cap detector "buzz" which indicates a cap is off by setting bottle off line for team member who places bottle back on line in front of capper; checks for half-opened and/or cracked caps and sets off and sends back through **Efficiency:** Knows that a back-up of bottles is created when bottles slip/slide on conveyor. Adjusts speed of conveyor, sprays the "sticky" spray on the conveyor (use sparingly), and/or wipes off conveyor. **Minor adjustments:** Fixes rails when they "pop off."	12.1 Apply preventative measures prior to task to minimize problems. 12.2 Determine the presence of a defect or extent of damage. 12.3 Identify and use appropriate sections of text and visual material including control panels to complete a task. 12.4 Select the appropriate course of action by using taste, touch, sight, or hearing. 12.5 Work in accordance with established standards without supervision.

13.	Operates and monitors the diverter. Adjusts the speed by reading the air guage and adjusting the air pressure by turning the knob to slow down or speed up.	13.1 Recognize cause and effect; predict outcomes. 13.2 Read and interpret the markings on a scale or a gauge.
14.	Operates and monitors the turner. Adjusts speed	14.1 Recognize cause and effect; predict outcomes.
15.	Operates and monitors the case erector using the pushbuttons on the control panel and switches. Determines need to supply more shippers by looking at the level of the shippers in the (magazine) or listening for the bell(indicates shipper supply is low). Determines the need to request/get more cartons of shippers. Completes **Materials Usage Report** as each case of shippers is used. Operates with regard to: **Quality:** As shippers are being loaded into magazine, looks for uneven shippers (can get "hung up"), shippers stuck together, proper "cut outs" and soring, proper laminaiton, poorly printed shippers (ink, color) and unglued shippers. Listens for bell ringing which means shippers have stopped coming through case erector. Knows this can be caused by a hung-up shipper, part missing on	15.1 Read and understand job-specific words (). 15.2 Give information or directions clearly. 15.3 Select the appropriate course of action by using taste, touch, sight, or hearing. 15.4 Classify or match objects by color, size, or significant marking. 15.5 Interpret codes and symbols. 15.6 Follow directions to complete a task that includes observing. 15.7 Determine the appropriate course of action in a particular situation. 15.8 Recognize cause and effect; predict outcomes. 15.9 Read and write months, days, and years. 15.10 Locate the space on a form to enter data. 15.11 Enter appropriate information onto a form. 15.12 Read, write and count single and multiple digit whole numbers to complete a task or subtask. 15.13 Work in accordance with

	case erector, unglued shipper. If problem occurs on the outside, clear machine. If problem occurs in the magazine. take damaged shipper out. Use buttons.	established standards without supervision. 15.14 Set priorities. 15.15 Determine the presence of a defect or extent of damage. 15.16 Identify procedures and resources for getting work done.
16.	Operates and monitors the casepacker using pushbuttons on the control panel and switches. **Quality:** Watches for boxes that are not glued properly, adjusts the head of the glue. Sometimes the glue shoots on the outside and two boxes are glued together; bottle in the case packer flips up (eye); bottle caught in swing bars, dropping gates.	16.1 Identify and use appropriate sections of text and visual material including control panels to complete a task. 16.2 Apply preventative measures prior to task to minimize problems. 16.3 Determine the presence of a defect or extent of damage. 16.4 Select the appropriate course of action by using taste, touch, sight, or hearing. 16.5 Work in accordance with established standards without supervision.
17.	Operates and monitors glue pot. Using switches, turns on and supplies with chips. Maintains three temperature settings: pot at 390 degrees hoses at 370 degrees glue heads at 370 degrees.	17.1 Read and understand measurements in standard English units or metric units. 17.2 Work in accordance with established standards without supervision.

18. Operates and monitors the tape machine. a. Loads tape: properly lines up tape with rollers to prevent curling of tape (sticky side up) screw No tape, stops conveyor spillage of boxes. 1 or 2 boxes need a new roll. b. Check for proper taping on the cartons. If a carton is not taped properly, adjusts tension taper and sends carton back through. c. When the elevator is down, sets off and repacks cartons.	18.1 Select the appropriate course of action by using taste, touch, sight, or hearing. 18.2 Apply preventative measures prior to task to minimize problems. 18.3 Determine the presence of a defect or extent of damage. 18.4 Recognize cause and effect; predict outcomes.
19. Operates and monitors the elevator using the buttons on the control panel and switches. Sets off cartons when palletizer is down.	19.1 Initiate actions. 19.2 Identify and use appropriate sections of text and visual material including control panels to complete a task.
20. Operates and monitors the palletizer using control panel buttons and switches. a. Checks for defect in taping and sends back through taper. b. Sets off when palletizer is down. c. Checks for defective skids.	20.1 Determine the presence of a defect or extent of damage. 20.2 Apply preventative measures prior to task to minimize problems. 20.3 Select the appropriate course of action by using taste, touch, sight, or hearing.

21. Monitors Line With Regard to Safety, Quality, and Efficiency

1. Every 30 mins., Uses and completes the **No Fat Squeeze Process Log**, monitors and adjusts the:
    - a. **tank temperature**: reads the temperature from the Systen Screen on the MMI. Using the MMI, makes adjustments if temperature falls outside 170-180 degree range.
    - b. **line pressure**: reads the guage. Adjusts by changing the pump speed.
    - c. **feed pump speed**: reads the speed from the System Screen. Using the MMI, changes feed pump speed to make adjustments in weight.
    - d. **homo. PSI**: reads the PSI from the gauge. Using , adjusts if outside of 1500-2000 range,
    - e. **Fill Temperature**: reads the temperature from the System Screen. Using the MMI, adjusts to 160 degrees.
    - f. **weights**: weights five

21.1 Write brief descriptive accounts of activities or transactions performed.

21.2 Locate the space on a form to enter data.

21.3 Enter appropriate information onto a form.

21.4 Transfer or copy exact data from other sources onto appropriate section of a form.

21.5 Read and write months, days, and years.

21.6 Write and tell time using a clock.

21.7 Combine information from multiple sources that contribute to the completion of a task.

21.8 Interpret codes and symbols.

21.9 Read and understand job-specific words ().

21.10 Locate, compare, create or generate information using a computer program.

21.11 Observe and monitor a process using a computer screen.

21.12 Understand the operation of a computer keyboard.

21.13 Work in accordance with established standards without supervision.

21.14 Understand and use signed (positive and negative) numbers.

21.15 Understand and compute averages, ranges or ratios.

21.16 Read and write decimals to one or more places to complete a task or subtask.

21.17 Read, write and count

bottles in a row. Compares weights to acceptable ranges. If two or more bottles weight above or below acceptable ranges, adjusts weight.

g. **packaging check (inner seal)**: as bottle is weighed, takes off cap and squeezes bottle. If seal holds, the seal is acceptable. If it doesn't,

h. **packaging check (package)**: check ten cartons being packed. 12 in. uniformity. Correct taping and code date

i. **code date (on bottom of bottle)** : as bottles are weighed, checks code date for legibility, placement (centered and straight). If code date is unsatisfactory, inform maintenance team member who cleans the head of the code dater.

single and multiple digit whole numbers to complete a task or subtask.

21.18 Use a measuring device to determine an object's weight, distance or volume in standard (English) units or metric units.

21.19 Read and interpret the markings on a scale.

21.20 Read and understand measurements in standard English units or metric units.

21.21 Determine the appropriate course of action in a particular situation.

21.22 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.

21.23 Apply preventative measures prior to task to minimize problems.

21.24 Recognize cause and effect; predict outcomes.

21.25 Identify details, labels, numbers, parts of an illustration, parts from a key or legend.

21.26 Follow sequenced illustrations as a guide.

21.27 Identify and use appropriate sections of text and visual material (including computer screens and control panels) to complete a task.

21.28 Read and interpret readings on electronic instrumentation.

21.29 Read and understand abbreviations, contractions

	and acronyms ().
2. Monitors the temperature of the bottles: Feels bottles after they have been sitting awhile. Knows there is a danger of product spoilage when bottles have been sitting on the line for 3-4 mins. Discards bottles.	21.30 Select the appropriate course of action by using taste, touch, sight, or hearing. 21.31 Determine the presence of a defect or extent of damage. 21.32 Set priorities. 21.33 Demonstrate behavior that is reliable, trustworthy, and professional. 21.34 Give information/directions clearly. 21.35 Initiate actions.
3. Knows the goal is: keep line running efficiently Monitors the line for potential problems.	
4. Cleans area, breaks down and discards boxes, and calls for trash pick-up.	
5. Troubleshoot and makes repairs.	
6. Requests assistance from other team members as needed.	
7. Responds to requests for assistance from other team members.	

E. Cleaning tanks and lines. (Not currently performed; planned for future.

F. Shuting Down Line

1. Reads the emulsion tank level on the MMI. When level is at 60%,

select the *Shut Down* mode on the MMI. Blocks eye by capper and complete the cycle on the production line. Closes the valve from the device screen and diverts the flow to the drain. Empties the emulsion tank and hoses off. Opens K valve. Selects Control F to flush line. Puts back valve into position. Turns key on the filler and enters 662-4. Flushes filler with water into a pan. On the MMI, opens valves and transfers 3,000 lbs. from use tank to mix tank. Flushes. Disconnects hose and hooks to CIP panel.

G. Operating As a Team Member

1. Rotates job assignments with team members.

    1.1 Make adjustments in work habits and maintain a positive attitude.
    1.2 Demonstrate behavior that is reliable, trustworthy, and professional.
    1.3 Work in accordance with established standards without supervision.
    1.4 Initiate actions.
    1.5 Seek increased responsibility.
    1.6 Draw conclusions.
    1.7 Determine the appropriate course of action in a particular situation.
    1.8 Set priorities.
    1.9 Encourage and support others.
    1.10 Understand verbal information/directions.

2. Communicates with team members, other company personnel, and outside suppliers,

    2.1 Ask both open-ended and closed-ended questions.
    2.2 Check for understanding and

Stationary Engineer Literacy Task Analysis

I. Regular Responsibilities

A. Monitor and Repair the Ammonia Refrigeration System.

1. Throughout each shift read the ammonia compressor's computer screens (and/or gauges) to inspect each compressor:
   a. check the oil level;
   b. add oil as necessary;
   c. check the pressures to be sure they are within specifications;
   d. if the pressure is out of range, adjust it;
   e. if the pressure remains out of range, transfer its load to another compressor;
   f. troubleshoot and repair any problems as necessary.

1.1 Synthesize information from more than one source to complete a task.
1.2 Interpret codes and symbols.
1.3 Select the appropriate course of action by using taste, touch, sight, or hearing.
1.4 Identify objects by particular physical characteristics (e.g., size, shape, color).
1.5 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
1.6 Determine the appropriate course of action in a particular situation.
1.7 Understand the operation of a computer keyboard.
1.8 Read and interpret readings on electronic instrumentation.
1.9 Read and write numbers or symbols from time, weight, distance, temperature and volume measuring scales.
1.10 Determine the presence of a defect or extent of damage.
1.11 Locate, compare, create or generate information using a computer program.
1.12 Follow very specific step-by-step directions to perform a sequence of tasks.
1.13 Read and interpret the markings on a scale.
1.14 Understand and compute averages, ranges or ratios.
1.15 Read, write and compute percents to complete a task or subtask.
1.16 Recognize cause and effect; predict outcomes.
1.17 Read and understand job-specific words (ammonia compressor).

2. If the ammonia compressor appears to be leaking oil or its oil contains debris, have it sent to a lab for testing:
   a. read and interpret the test results;
   b. drain the oil, change the filters and have it re-tested as necessary;
   c. inspect the compressor for vibrations or other signs of damage;
   d. if the compressor is still not working, transfer its load to the other compressors;
   e. troubleshoot and repair the compressor based on the seriousness of the problem and whether funds are available.

2.1 Locate and extract information from an intersection of a row-by-column table or chart.
2.2 Interpret codes and symbols.
2.3 Synthesize information from more than one source to complete a task.
2.4 Locate or compare information using a completed form.
2.5 Select the appropriate course of action by using taste, touch, sight, or hearing.
2.6 Identify objects by particular physical characteristics (e.g., size, shape, color).
2.7 Follow directions to complete a task that includes reading and identifying information.
2.8 Determine the presence of a defect or extent of damage.
2.9 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
2.10 Determine the appropriate course of action in a particular situation.
2.11 Identify and use appropriate sections of text and visual material to complete a task.
2.12 Apply information from tables or graphs to locate malfunctions or select actions.
2.13 Recognize cause and effect; predict outcomes.
2.14 Follow very specific step-by-step directions to perform a sequence of tasks.
2.15 Communicate orally to describe and/or solve a problem.
2.16 Understand and compute averages, ranges or ratios.
2.17 Read, write and compute percents to complete a task or subtask.

3. **At least once per shift, read and interpret each ammonia compressor's computer screens (and/or gauges) to determine if the oil filters should be changed and replace them as necessary.**

3.1 **Determine the appropriate course of action in a particular situation.**
3.2 **Determine the presence of a defect or extent of damage.**
3.3 Follow directions to complete a task that includes reading and identifying information.
3.4 Understand the operation of a computer keyboard.
3.5 Locate, compare, create or generate information using a computer program.
3.6 Interpret codes and symbols.
3.7 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
3.8 Read and write numbers or symbols from time, weight, distance, temperature and volume measuring scales.
3.9 Select the appropriate course of action by using taste, touch, sight, or hearing.
3.10 Identify objects by particular physical characteristics (e.g., size, shape, color).
3.11 Follow very specific step-by-step directions to perform a sequence of tasks.
3.12 Recognize cause and effect; predict outcomes.
3.13 Read and interpret readings on electronic instrumentation.
3.14 Read and interpret the markings on a scale.

4. Throughout each shift, use the ammonia compressor's computer screen (and/or gauges) to inspect the oil pressure for pressures that are too high or low:
   a. pressures that are out of range could indicate that the oil pump or filter failed;
   b. if the ammonia compressor is not working, transfer its load to the other compressors;
   c. troubleshoot and repair the compressor as necessary.

4.1 Understand the operation of a computer keyboard.

4.2 Locate, compare, create or generate information using a computer program.

4.3 Read and write numbers or symbols from time, weight, distance, temperature and volume measuring scales.

4.4 Interpret codes and symbols.

4.5 Read and interpret the markings on a scale.

4.6 Read and interpret readings on electronic instrumentation.

4.7 Determine the presence of a defect or extent of damage.

4.8 Determine the appropriate course of action in a particular situation.

4.9 Recognize cause and effect; predict outcomes.

4.10 Identify objects by particular physical characteristics (e.g., size, shape, color).

4.11 Select the appropriate course of action by using taste, touch, sight, or hearing.

4.12 Follow very specific step-by-step directions to perform a sequence of tasks.

4.13 Understand and compute averages, ranges or ratios.

4.14 Read, write and compute percents to complete a task or subtask.

4.15 Synthesize information from more than one source to complete a task.

4.16 Read, write and count single and multiple digit whole numbers to complete a task or subtask.

5. At least once per shift, inspect the piping and valves on the ammonia condensers (located on the roof) for signs of ammonia leakage:
   a. if the piping or valves are leaking, transfer the condenser's load to another condenser;
   b. replace the valves and/or piping.

5.1 Identify objects by particular physical characteristics (e.g., size, shape, color).

5.2 Select the appropriate course of action by using taste, touch, sight, or hearing.

5.3 Determine the appropriate course of action in a particular situation.

5.4 Recognize cause and effect; predict outcomes.

5.5 Determine the presence of a defect or extent of damage.

5.6 Follow very specific step-by-step directions to perform a sequence of tasks.

5.7 Understand and compute averages, ranges or ratios.

5.8 Read, write and compute percents to complete a task or subtask.

5.9 Read, write and count single and multiple digit whole numbers to complete a task or subtask.

5.10 Use common knowledge for safety.

6. At least once per shift, inspect the ammonia condensers:
   a. check for noise, vibrations and belt slippage;
   b. if the problem is within acceptable tolerances, continue to monitor it but do not repair it;
   c. if the problem is more serious (more vibrations, noise or slippage), transfer the load to one of the other condensers;
   d. troubleshoot and repair each condenser as necessary.

6.1 Identify objects by particular physical characteristics (e.g., size, shape, color).
6.2 Select the appropriate course of action by using taste, touch, sight, or hearing.
6.3 Determine the presence of a defect or extent of damage.
6.4 Follow very specific step-by-step directions to perform a sequence of tasks.
6.5 Recognize cause and effect; predict outcomes.
6.6 Determine the appropriate course of action in a particular situation.
6.7 Understand and compute averages, ranges or ratios.
6.8 Read, write and compute percents to complete a task or subtask.
6.9 Read and respond to computer commands.
6.10 Read and interpret readings on electronic instrumentation.
6.11 Understand the operation of a computer keyboard.
6.12 Enter data into the appropriate sections of a computer program.
6.13 Synthesize information from more than one source to complete a task.
6.14 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
6.15 Read and understand job-specific words (ammonia condensers).

7. Throughout each shift, inspect each ammonia compressor:
   a. check for vibrations, bearing noises and problems with the ammonia seals;
   b. if the problem is within acceptable tolerances, continue to monitor it but do not repair it;
   c. if the problem is more serious (more vibration or noise), transfer the load to one of the other compressors;
   d. troubleshoot and repair the compressor as necessary.

7.1 Identify objects by particular physical characteristics (e.g., size, shape, color).

7.2 Select the appropriate course of action by using taste, touch, sight, or hearing.

7.3 Determine the presence of a defect or extent of damage.

7.4 Follow very specific step-by-step directions to perform a sequence of tasks.

7.5 Recognize cause and effect; predict outcomes.

7.6 Determine the appropriate course of action in a particular situation.

7.7 Understand and compute averages, ranges or ratios.

7.8 Read, write and compute percents to complete a task or subtask.

7.9 Read and respond to computer commands.

7.10 Read and interpret readings on electronic instrumentation.

7.11 Understand the operation of a computer keyboard.

7.12 Enter data into the appropriate sections of a computer program.

7.13 Synthesize information from more than one source to complete a task.

7.14 Read, write and count single and multiple digit whole numbers to complete a task or subtask.

8. At least once per shift, inspect the discharge drip legs (found on all ammonia refrigeration equipment throughout the plant) for oil buildup (the oil interferes with votator refrigeration capacity):
   a. check visually by noting whether the normal ice buildup on the votator has melted away;
   b. drain away the oil as necessary.

8.1 Determine the appropriate course of action in a particular situation.
8.2 Identify objects by particular physical characteristics (e.g., size, shape, color).
8.3 Select the appropriate course of action by using taste, touch, sight, or hearing.
8.4 Read and understand job-specific words (discharge drip legs, votator).
8.5 Follow very specific step-by-step directions to perform a sequence of tasks.
8.6 Follow directions to complete a task that includes observing.
8.7 Read and understand job-specific words (discharge drip legs).

9. Throughout each shift, read the enunciator board to be sure that all equipment is running:
   a. the enunciator board uses a series of lights to monitor compressors, pump pressures, water levels and ammonia leaks;
   b. it sounds alarms during equipment failures;
   c. if the enunciator board shows a problem, transfer the load from the piece of equipment that isn't working to another piece of equipment;
   d. troubleshoot and repair the problem as necessary.

9.1 Select the appropriate course of action by using taste, touch, sight, or hearing.
9.2 Select the appropriate course of action in an emergency.
9.3 Identify components within a schematic.
9.4 Interpret codes and symbols.
9.5 Recognize cause and effect; predict outcomes.
9.6 Identify objects by particular physical characteristics (e.g., size, shape, color).
9.7 Follow very specific step-by-step directions to perform a sequence of tasks.
9.8 Determine the appropriate course of action in a particular situation.
9.9 Determine the presence of a defect or extent of damage.
9.10 Understand and compute averages, ranges or ratios.
9.11 Read, write and compute percents to complete a task or subtask.
9.12 Synthesize information from more than one source to complete a task.
9.13 Read and understand job-specific words (enunciator board).

10. **Regard ammonia leaks as the highest priority:**
   a. react quickly and safely in case of an ammonia leak to stop the leak;
   b. use a self-contained breathing apparatus when necessary.

10.1 Use common knowledge for safety.
10.2 Select the appropriate course of action in an emergency.
10.3 Recognize cause and effect; predict outcomes.
10.4 Select the appropriate course of action by using taste, touch, sight, or hearing.
10.5 Identify objects by particular physical characteristics (e.g., size, shape, color).
10.6 Determine the appropriate course of action in a particular situation.
10.7 Follow very specific step-by-step directions to perform a sequence of tasks.

11. Using the information contained in MSDS (Material Safety Data Sheets) sheets, manage accidents appropriately, such as chemical spills (acid or caustic spills, oil leaks, etc.) and ammonia leaks.

11.1 Recognize cause and effect; predict outcomes.
11.2 Understand and use technical terms.
11.3 Apply information from tables or graphs to locate malfunctions or select actions.
11.4 Use common knowledge for safety.
11.5 Select the appropriate course of action in an emergency.
11.6 Identify objects by particular physical characteristics (e.g., size, shape, color).
11.7 Locate and extract information from an intersection of a row-by-column table or chart.
11.8 Read and understand abbreviations, contractions and acronyms (MSDS).
11.9 Select the appropriate course of action by using taste, touch, sight, or hearing.

12. At least once per shift, inspect the acid feed system (controls the pH level in the water used in the ammonia condensers):

a. test the acid feed system chemicals using a chemical test kit once per shift;
b. add chemicals and re-test as necessary;
c. record test results and chemicals added on the record sheets.

12.1 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
12.2 Interpret codes and symbols.
12.3 Use test equipment to analyze product composition (i.e., chemical, moisture).
12.4 Locate and extract information from an intersection of a row-by-column table or chart.
12.5 Transfer or copy exact data from other sources onto appropriate section of a form.
12.6 Locate the space on a form to enter data.
12.7 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
12.8 Apply information from tables or graphs to locate malfunctions or select actions.
12.9 Read and write numbers or symbols from time, weight, distance, temperature and volume measuring scales.
12.10 Determine the appropriate course of action in a particular situation.
12.11 Follow directions to complete a task that includes observing.
12.12 Use a measuring device to determine an object's weight, distance or volume in standard (English) units or metric units.
12.13 Read and interpret the markings on a scale.
12.14 Select the appropriate course of action by using taste, touch, sight, or hearing.
12.15 Understand and use technical terms.
12.16 Read and understand job-specific words (acid feed system).

13. At least once during each of second and third shifts, blow down (removes the sludge) and drain the oil from all production lines that aren't running.

13.1 Determine the appropriate course of action in a particular situation.
13.2 Identify objects by particular physical characteristics (e.g., size, shape, color).
13.3 Select the appropriate course of action by using taste, touch, sight, or hearing.
13.4 Follow directions to complete a task that includes observing.
13.5 Follow very specific step-by-step directions to perform a sequence of tasks.
13.6 Read and understand job-specific words (blow down).

14. Each week during third shift before the Monday morning start-up, blow down and drain the oil from all production lines.

14.1 Determine the appropriate course of action in a particular situation.
14.2 Identify objects by particular physical characteristics (e.g., size, shape, color).
14.3 Select the appropriate course of action by using taste, touch, sight, or hearing.
14.4 Follow directions to complete a task that includes observing.
14.5 Follow very specific step-by-step directions to perform a sequence of tasks.

15. At least once per shift, read gauges to inspect the chilled water air conditioning system:
   a. check the temperatures and/or pressures to be sure they are within specifications;
   b. if the temperatures and/or pressures are out of range, adjust them;
   c. if the temperatures and/or pressures remain out of range, read the piping diagrams and turn appropriate valves to switch the cooling load from the chilled water equipment over to the ice builders.
   d. troubleshoot and repair any problems as necessary.

15.1 Synthesize information from more than one source to complete a task.
15.2 Read and interpret the markings on a scale.
15.3 Read and interpret readings on electronic instrumentation.
15.4 Read and write numbers or symbols from time, weight, distance, temperature and volume measuring scales.
15.5 Identify objects by particular physical characteristics (e.g., size, shape, color).
15.6 Locate and interpret specific details of a diagram.
15.7 Interpret codes and symbols.
15.8 Determine the appropriate course of action in a particular situation.
15.9 Determine the presence of a defect or extent of damage.
15.10 Follow very specific step-by-step directions to perform a sequence of tasks.
15.11 Recognize cause and effect; predict outcomes.
15.12 Select the appropriate course of action by using taste, touch, sight, or hearing.
15.13 Understand and compute averages, ranges or ratios.
15.14 Identify components within a schematic.
15.15 Read, write and compute percents to complete a task or subtask.
15.16 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
15.17 Read and understand job-specific words (chilled water air conditioning system, ice builders).

16. **At least once per shift, check the ammonia system that feeds the ice builders (provides cooling to the milk room):**
   a. check the temperatures and/or pressures to be sure they are within specifications;
   b. if the temperatures and/or pressures are out of range, adjust them;
   c. if the temperatures and/or pressures remain out of range, read the piping diagrams and turn appropriate valves to switch the cooling load from the ice builders over to the chilled water equipment.
   d. troubleshoot and repair any problems as necessary.

16.1 **Synthesize information from more than one source to complete a task.**
16.2 **Read and interpret the markings on a scale.**
16.3 Read and interpret readings on electronic instrumentation.
16.4 Read and write numbers or symbols from time, weight, distance, temperature and volume measuring scales.
16.5 Identify objects by particular physical characteristics (e.g., size, shape, color).
16.6 Locate and interpret specific details of a diagram.
16.7 Interpret codes and symbols.
16.8 Determine the appropriate course of action in a particular situation.
16.9 Determine the presence of a defect or extent of damage.
16.10 Follow very specific step-by-step directions to perform a sequence of tasks.
16.11 Recognize cause and effect; predict outcomes.
16.12 Select the appropriate course of action by using taste, touch, sight, or hearing.
16.13 Understand and compute averages, ranges or ratios.
16.14 Identify components within a schematic.
16.15 Understand and compute averages, ranges or ratios.
16.16 Read, write and compute percents to complete a task or subtask.

17. Throughout each shift, inspect the oil pumps on all ammonia compressors and the oil and water pumps on the ammonia condensers:
   a. check for excessive noise;
   b. using the computer screens (and/or gauges), check for temperatures and pressures that are out of range;
   c. troubleshoot and repair any problems as necessary.

17.1 Identify objects by particular physical characteristics (e.g., size, shape, color).
17.2 Select the appropriate course of action by using taste, touch, sight, or hearing.
17.3 Determine the appropriate course of action in a particular situation.
17.4 Understand the operation of a computer keyboard.
17.5 Locate, compare, create or generate information using a computer program.
17.6 Interpret codes and symbols.
17.7 Read and respond to computer commands.
17.8 Read and write numbers or symbols from time, weight, distance, temperature and volume measuring scales.
17.9 Recognize cause and effect; predict outcomes.
17.10 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
17.11 Determine the presence of a defect or extent of damage.
17.12 Follow very specific step-by-step directions to perform a sequence of tasks.
17.13 Understand and compute averages, ranges or ratios.
17.14 Read, write and compute percents to complete a task or subtask.
17.15 Read and interpret readings on electronic instrumentation.
17.16 Read and interpret the markings on a scale.
17.17 Synthesize information from more than one source to complete a task.
17.18 Read and understand job-specific words (oil pumps, water pumps).

B. Monitor and Repair the Building Air Systems

1. At least once per shift, inspect the 400 hp freon air conditioning unit located in the outbuilding:
   a. test its water using a chemical test kit;
   b. add chemicals and re-test as necessary to prevent scale build-up;
   c. record test results and chemicals added on the record sheets.

1.1 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
1.2 Interpret codes and symbols.
1.3 Use test equipment to analyze product composition (i.e., chemical, moisture).
1.4 Locate and extract information from an intersection of a row-by-column table or chart.
1.5 Transfer or copy exact data from other sources onto appropriate section of a form.
1.6 Locate the space on a form to enter data.
1.7 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
1.8 Apply information from tables or graphs to locate malfunctions or select actions.
1.9 Read and write numbers or symbols from time, weight, distance, temperature and volume measuring scales.
1.10 Determine the appropriate course of action in a particular situation.
1.11 Follow directions to complete a task that includes observing.
1.12 Use a measuring device to determine an object's weight, distance or volume in standard (English) units or metric units.
1.13 Read and interpret the markings on a scale.
1.14 Select the appropriate course of action by using taste, touch, sight, or hearing.
1.15 Read and understand job-specific words (400 hp freon air conditioning units).
1.16 Read and understand abbreviations, contractions and acronyms (hp).

2. At least once per shift, read the 400 hp air conditioning unit's gauges:
   a. check the temperatures and pressures to be sure they are within specifications;
   b. if the temperatures and/or pressures are out of range, adjust them;
   c. if the temperatures and/or pressures remain out of range, troubleshoot and repair the unit as necessary.

2.1 Synthesize information from more than one source to complete a task.
2.2 Read and interpret the markings on a scale.
2.3 Read and interpret readings on electronic instrumentation.
2.4 Read and write numbers or symbols from time, weight, distance, temperature and volume measuring scales.
2.5 Identify objects by particular physical characteristics (e.g., size, shape, color).
2.6 Locate and interpret specific details of a diagram.
2.7 Interpret codes and symbols.
2.8 Determine the appropriate course of action in a particular situation.
2.9 Determine the presence of a defect or extent of damage.
2.10 Follow very specific step-by-step directions to perform a sequence of tasks.
2.11 Recognize cause and effect; predict outcomes.
2.12 Select the appropriate course of action by using taste, touch, sight, or hearing.
2.13 Understand and compute averages, ranges or ratios.
2.14 Identify components within a schematic.
2.15 Select the appropriate course of action by using taste, touch, sight, or hearing.
2.16 Read, write and compute percents to complete a task or subtask.
2.18 Read, write and count single and multiple digit whole numbers to complete a task or subtask.

3. Throughout each shift, inspect the freon air conditioning units (located on roof):
   a. check for vibrations and noises;
   b. if the problem is within acceptable tolerances, continue to monitor it but do not repair it;
   c. if the problem is more serious (more vibration or noise), transfer its load to the other air conditioning units;
   d. troubleshoot and repair the air conditioner as necessary.

3.1 Identify objects by particular physical characteristics (e.g., size, shape, color).
3.2 Select the appropriate course of action by using taste, touch, sight, or hearing.
3.3 Determine the presence of a defect or extent of damage.
3.4 Follow very specific step-by-step directions to perform a sequence of tasks.
3.5 Recognize cause and effect; predict outcomes.
3.6 Determine the appropriate course of action in a particular situation.
3.7 Understand and compute averages, ranges or ratios.
3.8 Read, write and compute percents to complete a task or subtask.
3.9 Synthesize information from more than one source to complete a task.
3.10 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
3.11 Read and understand job-specific words (freon air conditioning units).

4. Throughout each shift read the air compressor's computer screens (and/or gauges) to inspect each compressor:
   a. check the oil level;
   b. add oil as necessary;
   c. check the pressures to be sure they are within specifications;
   d. if the pressure is out of range, adjust it;
   e. if the pressure remains out of range, transfer its load to another compressor;
   f. troubleshoot and repair any problems as necessary.

4.1 Synthesize information from more than one source to complete a task.
4.2 Interpret codes and symbols.
4.3 Select the appropriate course of action by using taste, touch, sight, or hearing.
4.4 Identify objects by particular physical characteristics (e.g., size, shape, color).
4.5 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
4.6 Determine the appropriate course of action in a particular situation.
4.7 Understand the operation of a computer keyboard.
4.8 Read and interpret readings on electronic instrumentation.
4.9 Read and write numbers or symbols from time, weight, distance, temperature and volume measuring scales.
4.10 Determine the presence of a defect or extent of damage.
4.11 Locate, compare, create or generate information using a computer program.
4.12 Follow very specific step-by-step directions to perform a sequence of tasks.
4.13 Read and interpret the markings on a scale.
4.14 Understand and compute averages, ranges or ratios.
4.15 Read, write and compute percents to complete a task or subtask.
4.16 Recognize cause and effect; predict outcomes.
4.17 Read and understand job-specific words (air compressor).

5. If the air compressor appears to be leaking or its oil contains debris, have the oil sent to a lab for testing:
   a. read and interpret the test results;
   b. drain the oil, change the filters and have it re-tested as necessary;
   c. if there is still a problem with the oil, inspect the compressor for vibrations or other signs of damage;
   d. if the air compressor is still not working, transfer its load to another compressor;
   e. troubleshoot and repair the compressor based on the seriousness of the problem and whether funds are available.

5.1 Locate and extract information from an intersection of a row-by-column table or chart.
5.2 Interpret codes and symbols.
5.3 Synthesize information from more than one source to complete a task.
5.4 Locate or compare information using a completed form.
5.5 Select the appropriate course of action by using taste, touch, sight, or hearing.
5.6 Identify objects by particular physical characteristics (e.g., size, shape, color).
5.7 Follow directions to complete a task that includes reading and identifying information.
5.8 Determine the presence of a defect or extent of damage.
5.9 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
5.10 Determine the appropriate course of action in a particular situation.
5.11 Identify and use appropriate sections of text and visual material to complete a task.
5.12 Apply information from tables or graphs to locate malfunctions or select actions.
5.13 Recognize cause and effect; predict outcomes.
5.14 Follow very specific step-by-step directions to perform a sequence of tasks.
5.15 Communicate orally to describe and/or solve a problem.
5.16 Understand and compute averages, ranges or ratios.
5.17 Read, write and compute percents to complete a task or subtask.

6. At least once per shift, read and interpret each air compressor's computer screens (and/or gauges) to determine if the oil filters should be changed and replace them as necessary.

6.1 Determine the appropriate course of action in a particular situation.
6.2 Determine the presence of a defect or extent of damage.
6.3 Follow directions to complete a task that includes reading and identifying information.
6.4 Understand the operation of a computer keyboard.
6.5 Locate, compare, create or generate information using a computer program.
6.6 Interpret codes and symbols.
6.7 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
6.8 Read and write numbers or symbols from time, weight, distance, temperature and volume measuring scales.
6.9 Select the appropriate course of action by using taste, touch, sight, or hearing.
6.10 Identify objects by particular physical characteristics (e.g., size, shape, color).
6.11 Follow very specific step-by-step directions to perform a sequence of tasks.
6.12 Recognize cause and effect; predict outcomes.
6.13 Read and interpret readings on electronic instrumentation.
6.14 Read and interpret the markings on a scale.

7. Throughout each shift, use the air compressor's computer screen (and/or gauges) to inspect the oil pressure for pressures that are too high or low:
   a. pressures that are out of range could indicate that the oil pump or filter failed;
   b. if the air compressor is still not working, transfer its load to another machine;
   c. troubleshoot and repair the compressor as necessary.

7.1 Understand the operation of a computer keyboard.

7.2 Locate, compare, create or generate information using a computer program.

7.3 Read and write numbers or symbols from time, weight, distance, temperature and volume measuring scales.

7.4 Interpret codes and symbols.

7.5 Read and interpret the markings on a scale.

7.6 Read and interpret readings on electronic instrumentation.

7.7 Determine the presence of a defect or extent of damage.

7.8 Determine the appropriate course of action in a particular situation.

7.9 Recognize cause and effect; predict outcomes.

7.10 Identify objects by particular physical characteristics (e.g., size, shape, color).

7.11 Select the appropriate course of action by using taste, touch, sight, or hearing.

7.12 Follow very specific step-by-step directions to perform a sequence of tasks.

7.13 Understand and compute averages, ranges or ratios.

7.14 Read, write and compute percents to complete a task or subtask.

7.15 Synthesize information from more than one source to complete a task.

7.16 Read, write and count single and multiple digit whole numbers to complete a task or subtask.

8. Throughout each shift, inspect and/or repair each air compressor:
   a. check for vibrations and noises;
   b. if the problem is within acceptable tolerances, continue to monitor it but do not repair it;
   c. if the problem is more serious (more vibration or noise) transfer the air compressor's load to another machine;
   d. troubleshoot and repair the compressor as necessary.

8.1 Identify objects by particular physical characteristics (e.g., size, shape, color).

8.2 Select the appropriate course of action by using taste, touch, sight, or hearing.

8.3 Determine the presence of a defect or extent of damage.

8.4 Follow very specific step-by-step directions to perform a sequence of tasks.

8.5 Recognize cause and effect; predict outcomes.

8.6 Determine the appropriate course of action in a particular situation.

8.7 Understand and compute averages, ranges or ratios.

8.8 Read, write and compute percents to complete a task or subtask.

8.9 Read and respond to computer commands.

8.10 Understand the operation of a computer keyboard.

8.11 Enter data into the appropriate sections of a computer program.

8.12 Read and interpret readings on electronic instrumentation.

8.13 Synthesize information from more than one source to complete a task.

8.14 Read, write and count single and multiple digit whole numbers to complete a task or subtask.

9. At least once each shift, inspect and/or repair each freon air dryer:
   a. check for vibrations and noises;
   b. check the temperatures to be sure they are within specifications;
   c. check the pressures to be sure they are within specifications;
   d. check the fans to be sure they are running;
   e. check the water drip legs for moisture buildup and drain them as necessary;
   f. if the problem is within acceptable tolerances, continue to monitor it but do not repair it;
   g. if the problem is more serious (more vibration or noise) transfer the air dryer's load to another air dryer;
   h. troubleshoot and repair the air dryer as necessary.

9.1 Identify objects by particular physical characteristics (e.g., size, shape, color).
9.2 Select the appropriate course of action by using taste, touch, sight, or hearing.
9.3 Determine the presence of a defect or extent of damage.
9.4 Follow very specific step-by-step directions to perform a sequence of tasks.
9.5 Recognize cause and effect; predict outcomes.
9.6 Determine the appropriate course of action in a particular situation.
9.7 Understand and compute averages, ranges or ratios.
9.8 Read, write and compute percents to complete a task or subtask.
9.9 Read and respond to computer commands.
9.10 Understand the operation of a computer keyboard.
9.11 Enter data into the appropriate sections of a computer program.
9.12 Read and interpret readings on electronic instrumentation.
9.13 Read and understand job-specific words (freon air dryer).
9.14 Synthesize information from more than one source to complete a task.

C. Monitor and Repair the Plant Boilers and Steam

1. At least once each shift, inspect the two hot water boilers in the outbuilding and the steam boiler in the boiler room:
   a. test the water in each unit using a chemical test kit;
   b. add chemicals and re-test as necessary to prevent scale build-up in the boilers;
   c. record test results and chemicals added on the record sheets.

1.1 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
1.2 Interpret codes and symbols.
1.3 Use test equipment to analyze product composition (i.e., chemical, moisture).
1.4 Locate and extract information from an intersection of a row-by-column table or chart.
1.5 Locate the space on a form to enter data.
1.6 Transfer or copy exact data from other sources onto appropriate section of a form.
1.7 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
1.8 Apply information from tables or graphs to locate malfunctions or select actions.
1.9 Read and write numbers or symbols from time, weight, distance, temperature and volume measuring scales.
1.10 Determine the appropriate course of action in a particular situation.
1.11 Follow directions to complete a task that includes observing.
1.12 Use a measuring device to determine an object's weight, distance or volume in standard (English) units or metric units.
1.13 Read and interpret the markings on a scale.
1.14 Select the appropriate course of action by using taste, touch, sight, or hearing.
1.15 Read and understand job-specific words (hot water boilers, steam boilers).

2. At least once each shift, blow down the steam boiler.

2.1 Determine the appropriate course of action in a particular situation.

2.2 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.

2.3 Identify objects by particular physical characteristics (e.g., size, shape, color).

2.4 Select the appropriate course of action by using taste, touch, sight, or hearing.

2.5 Recognize cause and effect; predict outcomes.

3. Throughout each shift, inspect the pumps on the steam and hot water boilers:
   a. check for excessive noise;
   b. use the computer screens (and/or gauges) to check for temperatures and pressures that are out of range;
   c. troubleshoot and repair any problems as necessary.

3.1 Identify objects by particular physical characteristics (e.g., size, shape, color).
3.2 Select the appropriate course of action by using taste, touch, sight, or hearing.
3.3 Determine the presence of a defect or extent of damage.
3.4 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
3.5 Recognize cause and effect; predict outcomes.
3.6 Determine the appropriate course of action in a particular situation.
3.7 Understand and compute averages, ranges or ratios.
3.8 Read, write and compute percents to complete a task or subtask.
3.9 Read and interpret readings on electronic instrumentation.
3.10 Read and interpret the markings on a scale.
3.11 Synthesize information from more than one source to complete a task.
3.12 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
3.13 Read and write numbers or symbols from time, weight, distance, temperature and volume measuring scales.
3.14 Read and respond to computer commands.
3.15 Interpret codes and symbols.
3.16 Locate, compare, create or generate information using a computer program.
3.17 Understand the operation of a computer keyboard.

4. Throughout each shift, inspect the steam traps on all steam lines:
   a. listen for vibrations that indicate the trap is working;
   b. use an infrared sensor to measure the temperature before and after the trap (temperature of over 212 °F before and about 190 °F after the trap indicate it is working)
   c. if the temperatures are not within the usual range, monitor the problem to determine whether it should be repaired;
   d. if the problem is more serious (extreme temperature problems) troubleshoot and repair the trap.

4.1 Identify objects by particular physical characteristics (e.g., size, shape, color).
4.2 Select the appropriate course of action by using taste, touch, sight, or hearing.
4.3 Determine the presence of a defect or extent of damage.
4.4 Follow very specific step-by-step directions to perform a sequence of tasks.
4.5 Recognize cause and effect; predict outcomes.
4.6 Determine the appropriate course of action in a particular situation.
4.7 Understand and compute averages, ranges or ratios.
4.8 Read, write and compute percents to complete a task or subtask.
4.9 Read and interpret readings on electronic instrumentation.
4.10 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
4.11 Synthesize information from more than one source to complete a task.
4.12 Read and interpret the markings on a scale.
4.13 Read and understand job-specific words (steam traps, infrared sensor).

D. Monitor and Repair the Water Softening Units and Water Supply

1. At least once per shift, inspect the water softening system to be sure that the water is softened:
   a. test the water using a chemical test kit once per shift;
   b. add chemicals and re-test as necessary;
   c. record test results and chemicals added on the record sheets.

1.1 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
1.2 Interpret codes and symbols.
1.3 Use test equipment to analyze product composition (i.e., chemical, moisture).
1.4 Locate and extract information from an intersection of a row-by-column table or chart.
1.5 Transfer or copy exact data from other sources onto appropriate section of a form.
1.6 Locate the space on a form to enter data.
1.7 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
1.8 Apply information from tables or graphs to locate malfunctions or select actions.
1.9 Read and write numbers or symbols from time, weight, distance, temperature and volume measuring scales.
1.10 Determine the appropriate course of action in a particular situation.
1.11 Follow directions to complete a task that includes observing.
1.12 Use a measuring device to determine an object's weight, distance or volume in standard (English) units or metric units.
1.13 Read and interpret the markings on a scale.
1.14 Select the appropriate course of action by using taste, touch, sight, or hearing.
1.15 Read and understand job-specific words (water softening system).

2. **Throughout each shift, inspect the water softeners:**
   a. check for excessive noise;
   b. using the pressure gauges, check for pressures that are out of range;
   c. if one of the water softeners is not working, transfer its load to the other softener;
   d. troubleshoot and repair any problems as necessary.

2.1 **Identify objects by particular physical characteristics (e.g., size, shape, color).**
2.2 Select the appropriate course of action by using taste, touch, sight, or hearing.
2.3 Determine the appropriate course of action in a particular situation.
2.4 Understand the operation of a computer keyboard.
2.5 Locate, compare, create or generate information using a computer program.
2.6 Interpret codes and symbols.
2.7 Read and respond to computer commands.
2.8 Read and write numbers or symbols from time, weight, distance, temperature and volume measuring scales.
2.9 Recognize cause and effect; predict outcomes.
2.10 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
2.11 Determine the presence of a defect or extent of damage.
2.12 Follow very specific step-by-step directions to perform a sequence of tasks.
2.13 Understand and compute averages, ranges or ratios.
2.14 Read, write and compute percents to complete a task or subtask.
2.15 Read and interpret readings on electronic instrumentation.
2.16 Read and interpret the markings on a scale.
2.17 Synthesize information from more than one source to complete a task.

3. At least once per shift, check the level in the water softeners' brine tanks:
   a. a low level indicates a problem with the pump that pumps brine to the softener from the outside brine storage tank;
   b. troubleshoot and repair any problems as necessary.

3.1 Determine the appropriate course of action in a particular situation.
3.2 Determine the presence of a defect or extent of damage.
3.3 Select the appropriate course of action by using taste, touch, sight, or hearing.
3.4 Identify objects by particular physical characteristics (e.g., size, shape, color).
3.5 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
3.6 Recognize cause and effect; predict outcomes.
3.7 Understand and compute averages, ranges or ratios.
3.8 Read, write and compute percents to complete a task or subtask.
3.9 Read and interpret the markings on a scale.
3.10 Read and write numbers or symbols from time, weight, distance, temperature and volume measuring scales.
3.11 Interpret codes and symbols.
3.12 Read and understand job-specific words (water softener brine tanks, brine storage tank).

E. Monitor the Plant Electricity

1. At least once per shift, inspect all electrical switching gear:
   a. check for excessively high or low readings;
   b. check the electrical system to determine the reading is accurate;
   c. if any readings are out of acceptable ranges, check all equipment to determine what is causing the problem;
   d. troubleshoot and repair the equipment as necessary.

1.1 Recognize cause and effect; predict outcomes.

1.2 Determine the presence of a defect or extent of damage.

1.3 Determine the appropriate course of action in a particular situation.

1.4 Read and interpret the markings on a scale.

1.5 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.

1.6 Read and write numbers or symbols from time, weight, distance, temperature and volume measuring scales.

1.7 Read and interpret readings on electronic instrumentation.

1.8 Interpret codes and symbols.

1.9 Identify objects by particular physical characteristics (e.g., size, shape, color).

1.10 Select the appropriate course of action by using taste, touch, sight, or hearing.

1.11 Understand and compute averages, ranges or ratios.

1.12 Read, write and compute percents to complete a task or subtask.

1.13 Synthesize information from more than one source to complete a task.

1.14 Read, write and count single and multiple digit whole numbers to complete a task or subtask.

1.15 Read and write numbers or symbols from time, weight, distance, temperature and volume measuring scales.

1.16 Read and understand job-specific words (electrical switching gear).

2. Once a month, record the switching gear readings on the appropriate record sheets (these are compared against utility bills to detect problems with electrical usage).

2.1 Recognize cause and effect; predict outcomes.
2.2 Determine the presence of a defect or extent of damage.
2.3 Determine the appropriate course of action in a particular situation.
2.4 Read and interpret the markings on a scale.
2.5 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
2.6 Read and write numbers or symbols from time, weight, distance, temperature and volume measuring scales.
2.7 Read and interpret readings on electronic instrumentation.
2.8 Interpret codes and symbols.
2.9 Identify objects by particular physical characteristics (e.g., size, shape, color).
2.10 Select the appropriate course of action by using taste, touch, sight, or hearing.
2.11 Understand and compute averages, ranges or ratios.
2.12 Read, write and compute percents to complete a task or subtask.
2.13 Synthesize information from more than one source to complete a task.
2.14 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
2.15 Read and write numbers or symbols from time, weight, distance, temperature and volume measuring scales.

F. Monitor and Repair the Fire Alarm System

1. At least once each month, test the computer controls on the fire alarm system:
   a. disconnect the audible alarm to test the computer monitoring system;
   b. troubleshoot and repair any problems as necessary;
   c. reset the audible alarm.

1.1 Determine the appropriate course of action in a particular situation.
1.2 Determine the presence of a defect or extent of damage.
1.3 Select the appropriate course of action by using taste, touch, sight, or hearing.
1.4 Identify objects by particular physical characteristics (e.g., size, shape, color).
1.5 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
1.6 Recognize cause and effect; predict outcomes.
1.7 Understand and compute averages, ranges or ratios.
1.8 Read, write and compute percents to complete a task or subtask.
1.9 Understand the operation of a computer keyboard.
1.10 Enter data into the appropriate sections of a computer program.
1.11 Read and respond to computer commands.
1.12 Locate, compare, create or generate information using a computer program.
1.13 Interpret codes and symbols.
1.14 Synthesize information from more than one source to complete a task.
1.15 Read and understand job-specific words (fire alarm system, audible alarm).

2. Throughout each shift, monitor the computer controls on the fire alarm system to be sure they are working:
   a. if the system shows a problem, test the alarm as described in item 1. above;
   b. troubleshoot and repair any problems as necessary;

2.1 Determine the appropriate course of action in a particular situation.
2.2 Determine the presence of a defect or extent of damage.
2.3 Select the appropriate course of action by using taste, touch, sight, or hearing.
2.4 Identify objects by particular physical characteristics (e.g., size, shape, color).
2.5 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
2.6 Recognize cause and effect; predict outcomes.
2.7 Understand and compute averages, ranges or ratios.
2.8 Read, write and compute percents to complete a task or subtask.
2.9 Understand the operation of a computer keyboard.
2.10 Enter data into the appropriate sections of a computer program.
2.11 Read and respond to computer commands.
2.12 Locate, compare, create or generate information using a computer program.
2.13 Interpret codes and symbols.
2.14 Synthesize information from more than one source to complete a task.
2.15 Read, write and count single and multiple digit whole numbers to complete a task or subtask.

3.	At least once per year (or more often at management's discretion) conduct fire drills and keep records of times and dates.	3.1	Communicate orally to describe and/or solve a problem.
		3.2	Recognize cause and effect; predict outcomes.
		3.3	Determine the appropriate course of action in a particular situation.
		3.4	Understand the operation of a computer keyboard.
		3.5	Enter data into the appropriate sections of a computer program.
		3.6	Read and respond to computer commands.
		3.7	Locate, compare, create or generate information using a computer program.
		3.8	Interpret codes and symbols.
		3.9	Locate the space on a form to enter data.
		3.10	Enter appropriate information onto a form.
		3.11	Follow very specific step-by-step directions and procedures to perform a sequence of tasks.

G. Monitor and Repair the Coolers and Tempering Room

1. Inspect the coolers and tempering room:
   a. check the fans and fan belts to be sure they are working;
   b. troubleshoot and repair any problems as necessary.

2.1 Synthesize information from more than one source to complete a task.
2.2 Select the appropriate course of action by using taste, touch, sight, or hearing.
2.3 Identify objects by particular physical characteristics (e.g., size, shape, color).
2.4 Read, write and count single and multiple digit whole numbers to complete a task or subtask.
2.5 Determine the appropriate course of action in a particular situation.
2.6 Read and write numbers or symbols from time, weight, distance, temperature and volume measuring scales.
2.7 Determine the presence of a defect or extent of damage.
2.8 Follow very specific step-by-step directions to perform a sequence of tasks.
2.9 Recognize cause and effect; predict outcomes.
2.10 Read and understand job-specific words (coolers, tempering room).
2.11 Read, write and count single and multiple digit whole numbers to complete a task or subtask.

3. At least three times per shift, check the temperatures and humidity in the coolers and tempering room:
   a. read the temperatures and humidity in all coolers and the tempering room;
   b. record them in the appropriate log book;
   c. if they are out of range, adjust them as necessary;
   d. if either temperature or humidity continue to remain out of range, troubleshoot and repair the equipment as necessary.

3.1 Identify objects by particular physical characteristics (e.g., size, shape, color).
3.2 Select the appropriate course of action by using taste, touch, sight, or hearing.
3.3 Determine the presence of a defect or extent of damage.
3.4 Follow very specific step-by-step directions to perform a sequence of tasks.
3.5 Recognize cause and effect; predict outcomes.
3.6 Determine the appropriate course of action in a particular situation.
3.7 Understand and compute averages, ranges or ratios.
3.8 Read, write and compute percents to complete a task or subtask.
3.9 Read and interpret readings on electronic instrumentation.
3.10 Read and write numbers or symbols from time, weight, distance, temperature and volume measuring scales.
3.11 Synthesize information from more than one source to complete a task.
3.12 Read and interpret the markings on a scale.
3.13 Read, write and count single and multiple digit whole numbers to complete a task or subtask.

II. Other Responsibilities

A. Perform General Maintenance Functions.

1. Use the MPAC (Maintenance Planning and Control) computer system to maintain the parts stock.
    - 1.1 Recognize cause and effect; predict outcomes.
    - 1.2 Select the appropriate course of action by using taste, touch, sight, or hearing.
    - 1.3 Identify objects by particular physical characteristics (e.g., size, shape, color).
    - 1.4 Read and respond to computer commands.
    - 1.5 Understand the operation of a computer keyboard.
    - 1.6 Locate, compare, create or generate information using a computer program.
    - 1.7 Interpret codes and symbols.
    - 1.8 Enter data into the appropriate sections of a computer program.
    - 1.9 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
    - 1.10 Read and understand abbreviations, contractions and acronyms (MPAC).

2. Perform general cleanups of the boiler room, compressor rooms and maintenance areas as necessary.
    - 2.1 Select the appropriate course of action by using taste, touch, sight, or hearing.
    - 2.2 Identify objects by particular physical characteristics (e.g., size, shape, color).
    - 2.3 Determine the appropriate course of action in a particular situation.
    - 2.4 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
    - 2.5 Use common knowledge for safety.

3. When notified by Quality Control that the milk's chlorine content is too high:
   a. change the charcoal filter in the Milk Room water;
   b. record the date the filter was changed on the MPAC computer system.

3.1 Select the appropriate course of action by using taste, touch, sight, or hearing.
3.2 Identify objects by particular physical characteristics (e.g., size, shape, color).
3.3 Determine the appropriate course of action in a particular situation.
3.4 Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
3.5 Communicate orally to describe and/or solve a problem.
3.6 Read and respond to computer commands.
3.7 Understand the operation of a computer keyboard.
3.8 Locate, compare, create or generate information using a computer program.
3.9 Interpret codes and symbols.
3.10 Enter data into the appropriate sections of a computer program.

Attachment C – DOCUMENT LITERACY

Star Trek
Space 2095:
You're
the Captain!

You're the Captain . . .

The year is 2095 and you're the captain of a spaceship that is returning from a five year mission to explore new galaxies. In one year you should be arriving on Earth but you're having some problems:

- your ship is behind schedule and if you don't solve the problem you may run out of fuel before reaching home
- if you do run out of fuel, another ship will have to come to your rescue to deliver more
- having extra fuel delivered is a very dangerous and expensive operation
- so you want to improve your ship's fuel efficiency and arrive home on time

The crew members who run the ship's engine room are off duty and you can't speak to them directly. You've asked to see the daily logs that they fill out, so you can try to figure out what's wrong. A copy of one of these logs is being delivered to you now.

NABISCO – INDIANAPOLIS MARGARINE PLANT

OPERATOR Joe Smith
CODE DATE JUN2395 H218
NITIAL FOOD GRADE NITROGEN JH
NITIAL TANK FILTER CLEANED /

PROCESS LOG
WHIPPED
MOVE OVER BUTTER
1/2 # TUBS

DATE 12-23-94 SHIFT 2
PRODUCT # 768-2 LINE NUMBER 18

OIL TEMP
MIX TEMP 40

TIME	LAST TUBE TEMP 44–48 F	TANK TEMP 115–125	BLENDER SPEED RPM 100–110	*** WEIGHT CONTROL *** BELOW	IN RANGE	ABOVE	ADJUST	REMARKS/CORRECTIVE ACTION
3	43	113		✓			↑	
	44	115			✓			
4	44	117			✓			
	45	116			✓			
5	43	114			✓			
	48	118			✓			
6	46	116			✓			
	45	116			✓			
7	47	120				✓	↓	
	46	120			✓			
8	46	125			✓			
	47	124				✓	↓	
9	49	125		✓			↑	
	|	|			✓			
10	|	|			✓			
	|	|			✓			
11	|	|			✓			

LBS./HR TARGET 4,416 .CS/HR TARGET 184 CS/SHIFT TARGET 1,472 SHIFT HRS. 8 CASES

RETURN TO TANK SHOULD BE AT A MINIMUM LEVEL NECESSARY TO MAINTAINWEIGHT CONTROL

WEIGHT OVERCHECK INSTRUCTIONS
1)WEIGH FIVE SAMPLES EVERY 30 MINUTES
2)RECORD THE NUMBER "IN RANGE"
3)RECORD THE NUMBER OF OVERWEIGHTS IN THE COLUMN FOR "ABOVE"
4)RECORD THE NUMBER OF UNDERWEIGHTS IN THE "BELOW" COLUMN
5)ADJUST ONLY IF TWO OF FIVE SAMPLES ARE OUT OF RANGE
6)MARK THE APPROPRIATE ADJUSTMENT IN THE "ADJUST" COLUMN
7)RETEST LINE AFTER ADJUSTMENT

* INSPECT FILTER FOR METAL,PLASTIC OR UNUSUAL BURN–ON. REPORT TO Q.C. OR SUPV. (CIRCLE) IF PRESENT.

SUPV. INIT.

Directions: Look at the log on the previous page. Then, using the rating scale below, rate it as either 1, 2, 3, 4 or 5. Assign only **one number** as your rating. After you've rated it, list the reasons for your choice on the blank lines below.

Rating Scale

Circle one:

1	2	3	4	5
Unacceptable	**Poor**	**Fair**	**Good**	**Excellent**

Reasons:

1. ____

____

2. ____

____

3. ____

____

4. ____

____

Instructor's Model

NABISCO – INDIANAPOLIS MARGARINE PLANT

OPERATOR Joe Smith

CODE DATE JUN2395 H218

INITIAL FOOD GRADE NITROGEN Js

INITIAL TANK FILTER CLEANED Js

PROCESS LOG
WHIPPED
MOVE OVER BUTTER
1/2 # TUBS

DATE 12-23-94

SHIFT 3

PRODUCT # 768–2

LINE NUMBER 18

OIL TEMP 120

MILK TEMP 45

				* * * WEIGHT CONTROL * * *				
TIME	LAST TUBE TEMP 44–48 F	TANK TEMP 115–125	BLENDER SPEED RPM 100–110	BELOW	IN RANGE	ABOVE	ADJUST	REMARKS/CORRECTIVE ACTION
11	-	-			-			casepacker down 11-12:00
	-	-			-			
12	47	122	100					
	47	121						
1	46	120			3	2	↓	
	46	120			4	1		
2	47	122			5			
	48	122			5			
3	49	123			-			votator temp. too high called maintenance
	49	124			-			3-3:30
4	47	124			5			
	46	122		1	4			
5	46	122			5			
	46	121		1	4			
6	46	122		2	3		↑	
	45	120		1	4			
7	45	120			5			

LBS./HR TARGET 4,416 .CS/HR TARGET 184 CS/SHIFT TARGET 1,472

SHIFT HRS. 8 CASES

RETURN TO TANK SHOULD BE AT A MINIMUM LEVEL NECESSARY TO MAINTAINWEIGHT CONTROL

WEIGHT OVERCHECK INSTRUCTIONS

1)WEIGH FIVE SAMPLES EVERY 30 MINUTES
2)RECORD THE NUMBER "IN RANGE"
3)RECORD THE NUMBER OF OVERWEIGHTS IN THE COLUMN FOR "ABOVE"
4)RECORD THE NUMBER OF UNDERWEIGHTS IN THE "BELOW" COLUMN
5)ADJUST ONLY IF TWO OF FIVE SAMPLES ARE OUT OF RANGE
6)MARK THE APPROPRIATE ADJUSTMENT IN THE "ADJUST" COLUMN
7)RETEST LINE AFTER ADJUSTMENT

* INSPECT FILTER FOR METAL,PLASTIC OR UNUSUAL BURN-ON. REPORT TO Q.C. OR SUPV. (CIRCLE) IF PRESENT.

SUPV. INIT. ______

ABISCO – INDIANAPOLIS MARGARINE PLANT

PROCESS LOG I

WHIPPED MOVE OVER BUTTER 1/2 # TUBS

DATE 12-22-94
SHIFT 3
PRODUCT # 768-2
LINE NUMBER 18

PERATOR John Smith
ODE DATE JUN 21 95 FN 318
ITIAL FOOD GRADE NITROGEN FIXED
NITIAL TANK FILTER CLEANED Jl

OIL TEMP 119
MIX TEMP 45

* * * WEIGHT CONTROL * * *

TIME	LAST TUBE TEMP 44–48 F	TANK TEMP 115–125	BLENDER SPEED RPM 100–110	BELOW	IN RANGE	ABOVE	ADJUST	REMARKS/CORRECTIVE ACTION
11	45	117			4	1		
	42	115			5			
12	42	114			5			12:30-12:45 casepacker down
	47	120			5			
1	47	120			5			1:15-1:30 casepacker
	47	120			5			
2	47	120			5			3:00-3:10 NO SET OFF PERSON
	47	120			5			
3	47	120			5			
	47	120			5			
4	47	120			1	4	↓	4-4:15 paper jam
	47	120			2	3	↓	
5	47	120			5			5:05-5:15 glue repair
	43	120			5			
6	43	120			5			
	43	119			4	1		
7	43	119			4	1		

LBS./HR TARGET 4,416 .CS/HR TARGET 184 CS/SHIFT TARGET 1,472 SHIFT HRS. 8 CASES

RETURN TO TANK SHOULD BE AT A MINIMUM LEVEL NECESSARY TO MAINTAINWEIGHT CONTROL

WEIGHT OVERCHECK INSTRUCTIONS

1)WEIGH FIVE SAMPLES EVERY 30 MINUTES
2)RECORD THE NUMBER "IN RANGE"
3)RECORD THE NUMBER OF OVERWEIGHTS IN THE COLUMN FOR "ABOVE"
4)RECORD THE NUMBER OF UNDERWEIGHTS IN THE "BELOW" COLUMN
5)ADJUST ONLY IF TWO OF FIVE SAMPLES ARE OUT OF RANGE
6)MARK THE APPROPRIATE ADJUSTMENT IN THE "ADJUST" COLUMN
7)RETEST LINE AFTER ADJUSTMENT

* INSPECT FILTER FOR METAL,PLASTIC OR UNUSUAL BURN–ON. REPORT TO Q.C. OR SUPV. (CIRCLE) IF PRESENT.

SUPV. INIT.

NABISCO – INDIANAPOLIS MARGARINE PLANT

OPERATOR Joe Johnson

CODE DATE JUN 2094 GN118

INITIAL FOOD GRADE NITROGEN ok

INITIAL TANK FILTER CLEANED ______

PROCESS LOG II
WHIPPED
MOVE OVER BUTTER
1/2 # TUBS

DATE 12-21-93

SHIFT 3

PRODUCT # 768–2

LINE NUMBER 18

OIL TEMP 116

MIX TEMP 46

TIME	LAST TUBE TEMP 44–48 F	TANK TEMP 115–125	BLENDER SPEED RPM 100–110	* * * WEIGHT CONTROL * * * BELOW	IN RANGE	ABOVE	ADJUST	REMARKS/CORRECTIVE ACTION
11	45	119						BOWLS DEFECTIVE
	43	120						
12	42	119				✓	↓	WAIT ON MAINTANCE
	43	118	DOWN					" "
1	42	120	DOWN					
	42	120						
2	44	120						
		118						
3								LINE DOWN 4 HRS
4								
5								
6								
7								

LBS./HR TARGET 4,416 .CS/HR TARGET 184 CS/SHIFT TARGET 1,472 SHIFT HRS. 8 CASES

RETURN TO TANK SHOULD BE AT A MINIMUM LEVEL NECESSARY TO MAINTAINWEIGHT CONTROL

WEIGHT OVERCHECK INSTRUCTIONS

1)WEIGH FIVE SAMPLES EVERY 30 MINUTES
2)RECORD THE NUMBER "IN RANGE"
3)RECORD THE NUMBER OF OVERWEIGHTS IN THE COLUMN FOR "ABOVE"
4)RECORD THE NUMBER OF UNDERWEIGHTS IN THE "BELOW" COLUMN
5)ADJUST ONLY IF TWO OF FIVE SAMPLES ARE OUT OF RANGE
6)MARK THE APPROPRIATE ADJUSTMENT IN THE "ADJUST" COLUMN
7)RETEST LINE AFTER ADJUSTMENT

* INSPECT FILTER FOR METAL,PLASTIC OR UNUSUAL BURN–ON. REPORT TO Q.C. OR SUPV. (CIRCLE) IF PRESENT.

SUPV. INIT. ______

NABISCO – INDIANAPOLIS MARGARINE PLANT

PROCESS LOG III
WHIPPED
MOVE OVER BUTTER
1/2 # TUBS

OPERATOR Joe Smith
CODE DATE JUN2395 H318
INITIAL FOOD GRADE NITROGEN ______
INITIAL TANK FILTER CLEANED ______

DATE 12-23-94
SHIFT 3
PRODUCT # 768-2
LINE NUMBER 18
OIL TEMP 116
MIX TEMP 47

TIME	LAST TUBE TEMP 44–48 F	TANK TEMP 115–125	BLENDER SPEED RPM 100–110	* * * WEIGHT CONTROL * * * BELOW	IN RANGE	ABOVE	ADJUST	REMARKS/CORRECTIVE ACTION
11								LINE DOWN
12								
1								
2	45	116			✓			
	|	|			✓			
3	|	|			✓			
	|	|			✓			
4								TUBBER PROBLEM
	44	115				✓	↓	
5	45	117				✓	↓	
	45	116			✓			
6	45	118						
	46	115			✓			
7	46	119			✓			

LBS./HR TARGET 4,416 .CS/HR TARGET 184 CS/SHIFT TARGET 1,472 SHIFT HRS. CASES

RETURN TO TANK SHOULD BE AT A MINIMUM LEVEL NECESSARY TO MAINTAINWEIGHT CONTROL

WEIGHT OVERCHECK INSTRUCTIONS
1)WEIGH FIVE SAMPLES EVERY 30 MINUTES
2)RECORD THE NUMBER "IN RANGE"
3)RECORD THE NUMBER OF OVERWEIGHTS IN THE COLUMN FOR "ABOVE"
4)RECORD THE NUMBER OF UNDERWEIGHTS IN THE "BELOW" COLUMN
5)ADJUST ONLY IF TWO OF FIVE SAMPLES ARE OUT OF RANGE
6)MARK THE APPROPRIATE ADJUSTMENT IN THE "ADJUST" COLUMN
7)RETEST LINE AFTER ADJUSTMENT

* INSPECT FILTER FOR METAL,PLASTIC OR UNUSUAL BURN-ON. REPORT TO Q.C. OR SUPV. (CIRCLE) IF PRESENT.

SUPV. INIT. ______

NABISCO – INDIANAPOLIS MARGARINE PLANT

OPERATOR Joe Johnson
CODE DATE JUN2495 I 318
INITIAL FOOD GRADE NITROGEN ok
INITIAL TANK FILTER CLEANED ok

PROCESS LOG IV
WHIPPED
MOVE OVER BUTTER
1/2 # TUBS

DATE 12-23-94 SHIFT 3
PRODUCT # 768–2 LINE NUMBER 18

OIL TEMP 120
MIX TEMP 45

TIME	LAST TUBE TEMP 44–48 F	TANK TEMP 115–125	BLENDER SPEED RPM 100–110	* * * WEIGHT CONTROL * * * BELOW	IN RANGE	ABOVE	ADJUST	REMARKS/CORRECTIVE ACTION
11	44	117			✓			
	45	121			✓			
12	46	123			✓			
	46	123			✓			
1	47	124			✓			
	48	124				✓	↓	
2	49	126			✓			line down 2:30-4 out of oil
3								
4	48	125			✓			
	46	124			✓			
5	46	124			✓			
	46	122			✓			
6	45	120				✓	↓	
	45	119			✓			
7	45	120			✓			

LBS./HR TARGET 4,416 .CS/HR TARGET 184 CS/SHIFT TARGET 1,472 SHIFT HRS. 8 CASES

RETURN TO TANK SHOULD BE AT A MINIMUM LEVEL NECESSARY TO MAINTAINWEIGHT CONTROL

WEIGHT OVERCHECK INSTRUCTIONS
1)WEIGH FIVE SAMPLES EVERY 30 MINUTES
2)RECORD THE NUMBER "IN RANGE"
3)RECORD THE NUMBER OF OVERWEIGHTS IN THE COLUMN FOR "ABOVE"
4)RECORD THE NUMBER OF UNDERWEIGHTS IN THE "BELOW" COLUMN
5)ADJUST ONLY IF TWO OF FIVE SAMPLES ARE OUT OF RANGE
6)MARK THE APPROPRIATE ADJUSTMENT IN THE "ADJUST" COLUMN
7)RETEST LINE AFTER ADJUSTMENT

• INSPECT FILTER FOR METAL,PLASTIC OR UNUSUAL BURN–ON. REPORT TO Q.C. OR SUPV. (CIRCLE) IF PRESENT.

SUPV. INIT.

Instructor's Guide

Instructional Methods

This learning package uses accelerated learning techniques to try to grab the learners' interests and attention. It is intended to encourage active participation in decisions about how job-related paperwork should be completed.

The introduction uses the metaphor of a spaceship that may not be able to reach its destination on time. The learners (as "captains" of their ships) must look at a written report (i.e., a completed process log) to determine the problems the ship is having. Class time is spent in small groups looking at examples of process logs from the production lines, discussing how a process log should be completed, and deciding what information it should contain. By involving learners in decision making about the types of information the process log should contain, they will see the personal benefit of completing it accurately.

Learner Goals

1. To recognize and use the kind of information that a process log needs to contain in order to assist supervisors and other workers in solving problems on the production line.
2. To complete the process log accurately on the job.

Learner Objectives

1. Given a sample process log, the learners will list the criteria that contribute to and/or detract from the accuracy of information in it.
2. Given the set of criteria established by the class in item 1, the learners will rate the quality of the information contained in a process log and give specific reasons to support that rating.

Instructional Format

1. As an attention-getting device, learners are presented with the metaphor of a spaceship that is having difficulty meeting its established goal.

2. They are asked to look at a report of the ship's daily activities (actually a process log). The log contains errors and incomplete information.

3. This process log is to be used as the pre-assessment of the class. They will rate the quality of the process log overall and list four reasons (i.e., specific problems with the way it was completed) for their rating.

4. Using an incorrectly completed process log on an overhead as an example the instructor will model the thinking skill necessary to find and correct errors. The class should participate in this process, making suggestions as to what information should be changed and why. Their suggestions will be listed on a white board, and each will be discussed.

5. Guided practice will consist of having them look at an example in small groups. They should point out and correct any mistakes or omissions. Each group will receive different examples. They will appoint a spokesperson who will describe any problems they found and explain how they were corrected. As their findings are discussed, overheads will be used so that everyone can follow along.

6. For applied practice, each learner will receive a process log to be corrected individually.

7. To complete the post-assessment, the class will look at a clean copy of the same process log that was used in the pre-assessment and rate it individually, again listing at least four reasons to support their rating. These will be compared to the pre-assessment for scoring purposes at a later date.

Job-Related Terms and Abbreviations

1. LBS./HR TARGET: stands for the number of pounds per hour that the line should be able to produce; this is set as the target to measure how efficiently the line is running; at the end of the shift, the operator should record the actual number of pounds produced next to this number; appears near the bottom of the process log.

2. CS/HR TARGET: stands for the number of cases of product per hour that the line should be able to produce; this is set as the target to measure how efficiently the line is running; at the end of the shift, the operator should record the actual number of pounds produced next to this number; appears near the bottom of the process log.

3. CS/SHIFT TARGET: stands for the total number of cases that the line should be able to produce during the entire shift; this is set as the target to measure how efficiently the line is running; at the end of the shift, the operator should record the actual number of pounds produced next to this number; appears near the bottom of the process log.

4. SHIFT HRS.: the number of hours that the line is scheduled to be producing margarine, usually 7 or 8; this number takes into account time for changing packaging materials, start-up, shutdown, etc.

5. TANK TEMP: the temperature of the emulsion tank during production; it is shown on the MMI overview screen and the emulsion tank screen; the operator records this temperature every half hour on the process log and checks to see that it is within the range stated on the log; if it is not, the operator is responsible for bringing it to the attention of maintenance and/or the supervisor.

6. LAST TUBE TEMP: the temperature of the last tube in the votator or Gerstenberg refrigeration equipment; it is shown on the MMI overview screen and the votator/Gerstenberg screen; the operator records this temperature every half hour on the process log and checks to see that it is within the range stated on the log; if it is not, the operator is responsible for bringing it to the attention of maintenance and/or the supervisor.

7. process log: a log sheet that is completed by every machine operator throughout each shift; the log tracks temperatures, weight control problems, code dates, and any problems with the operation of the line.

8. food grade nitrogen: on some lines that make whipped products, nitrogen is whipped into the product just before packaging it; the operator is responsible for checking to see that the nitrogen tank is connected properly and that the product is being

9. tank filter

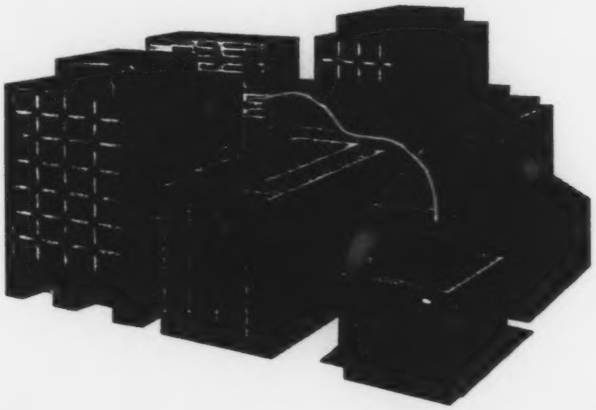
10. code date

11. weight control

Resources

for

Skill Building



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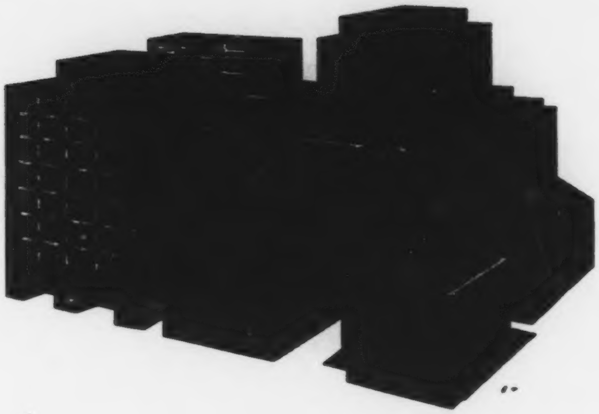

INTRODUCTION

What does the word *building* mean to you? You probably think of some type of structure -- a house, a business, a skyscraper. Maybe you also think of *building* as an action word -- building a fence, a house, rebuilding a motor. Skill building is another type of *building*. When you improve your existing skills or learn new ones, you are *building*.

Resources for Skill Building is a listing of materials (books, workbooks, audio, and video tapes) you can voluntarily use to help you build your skills. The STEP Learning Center can help you locate and study the materials or you can obtain the materials on your own. Many of the materials are available at area bookstores and libraries. Materials marked with an asterisk (*) are available in the STEP Learning Center. Materials marked "RC" can be borrowed from the Indiana Adult Resource Center with assistance from STEP.

BEST COPY AVAILABLE

Adaptability

The ability to make adjustments in work habits and maintain a positive attitude when dealing with ambiguous situations, frequent changes, delays or unexpected events.

Resources

Bridges, William. *Transitions.*

Crisp. *Adapting to Change. Making It Work For You.**

Crisp. *Attitude: Your Most Priceless Possession.**

Crisp. *Patience Pays Off.**

Crisp. *Understanding Organizational Change.**

McLaughten, Peter J. *Mentally Tough: The Power To Do Your Best.* RC

Milteer, Lee. *Success Programming.* (audio cassette) RC

Nightingale, Earl. *Miracle of Your Mind.* (video) RC

Simon, Sidney. *Getting Unstruck: Breaking Through Your Barrier to Change.*

Communication Skills

The ability to express one's ideas in a way that can be understood by others. The ability to express ideas in writing, make verbal presentations, and use body language that is appropriate to the situation.

Resources

Verbal Communication

Anthony, Robert. *Magic Power of Super Persuasion.*

Business and Technology Concepts: Business Communications. RC

Byrd, Donald. *React Interact: Situations for Communication.* RC

Carnegie, Dale. *The Quick and Easy Way To Effective Speaking.* *

Carnegie, Dale. *Speak More Effectively.* *

Communicating With Customers. (video) RC

Constructive Communications: Talking Your Way To Success. (video) RC

Crisp. *The Art of Communicating.**

Crisp. *Effective Presentation Skills.**

Crisp. *Getting Your Message Across.**

Crisp. *Giving and Receiving Criticism.**

Crisp. *Influencing Others.**

Crisp. *Making Humor Work.**

Crisp. *Technical Presentation Skills.**

Lankard, Bettina. *Communicate Effectively.* RC

Ludden, Marsha. *Effective Communication Skills: Essential Tools for Success in Work, Social, and Personal Situations.* RC

McKay, Matthew. *Messages: The Communication Skill Book.*

Playing the Game. (video) RC

Savage, K. Lynn. *Building Life Skills: A Communication Workbook.* RC

Steiner, Morey. *The Art of Winning Conversation.*

Techniques for Communicators. RC

Written Communication

Bonet, Diana. *Clear Writing: A Step By Step Approach.*

Cambridge. *In Your Own Words: A Writing Program for Adults*

Chin, Beverly Ann. *On Your Own In Grammar,* RC

Cook, Cheri. *Writing to Others.* RC

Crisp. *Clear Writing.**

McLean, Gary N. *Writing for Workplace Success.* RC

Molinsky, Steven J. *Day By Day English: English for Employment Communications.* RC

Super, Rebecca. *Handling Words: How To Read and Spell Those Long, Hard Words.*

Writing for Results. (video) RC

Listening Skills

Burley-Allen, Madelyn. *Listening: The Forgotten Skill.*

Crisp. *The Business of Listening.**

Effective Listening. (video) RC

Listen First. (audio) RC

What Do People Really Say? (video) RC

English Grammar

Crisp. *Easy English: Basic Grammar and Usage.**

Innovation

The ability to generate creative solutions to work related problems and novel ideas for promoting production efficiency, reduced cost, workplace safety, and quality products.

Resources

Albrecht, Karl. *Brain Power: Learning to Improve Thinking Skills.*

Creativity and Leadership. (audio cassette) RC

Crisp. *Thinking On Your Feet.**

Griswald, Bob. *Supermind: Developing Your Creativity.* (audio)

How To Be Creative On the Job. (video) RC

Lankard, Bettina. *Exhibit Positive Work Attitudes (being creative and willing to learn).* RC

Zimmerman, William. *Make Beliefs: A Way to Fool Around and Explore New Possibilities.* RC

Motivation and Initiative

The ability to initiate actions that meet and exceed work objectives. The ability to follow- through on intended plans. The ability to seek and take on increased responsibility. The ability to find ways that promote operational efficiency, reduce cost, increase safety and quality, or generally improve the work environment (continuous improvement).

Resources

Crisp. *Concentration! How To Focus For Success.**

Crisp. *Developing Positive Assertiveness.**

Crisp. *Risk Taking.**

Crisp. *Stop Procrastinating: Get To Work.**

Crisp. *Up Your Productivity.**

Lankard, B. *Work Skills: Accept Responsibility (initiative).* RC

Ludden, La Verne. *Job Savvy: How To Be A Success at Work.* RC

Peale, Norman V. *Positive Imaging.* (audio and book)

Peale, Norman V. *The Power of Positive Thinking.*

Robbins, Anthony. *Unlimited Power.* (audio) RC

Givens, C. *Super-Self: Doubling Your Personal Effectiveness.* (audio)

Team Work Skills

The ability to exchange information and ideas with other team members for promoting operational efficiency, cost reduction, workplace safety, and product quality. The ability to use consensus procedures to arrive at decisions. The ability to work together as a team in a manner that promotes morale and builds commitment to achieving team goals. The ability to use appropriate interpersonal skills for maintaining team relationships.

Resources

Crisp. *Self-Managing Teams.**

Crisp. *Team Building.**

Fifty Powerful Teamwork Tips for Employees. RC

Harper, Bob and Ann. *Succeeding As A Self-Directed Work Team.*

Kelly, Mark. *The Adventures of a Self-Managing Team.*

Lankard, B. *Work Skills: Cooperate With Others (team member and working under supervision)* RC

Maddux, Robert B. *Team Building: An Exercise in Leadership.* RC

Magenn, Michael. *Effective Teamwork.*

Negotiating for Whatever You Want. (video) RC

Stech, Ernest. *Working In Groups.* RC

See Also Interpersonal Skills Resources

Conscientious To Cost, Safety, and Quality

The ability to perform work with attention to reducing cost, promoting safety, and improving product quality. The ability to notice, check and verify details when performing work in accordance with established procedures and standards.

Resources

Safety

Industrial Safety. (video)' RC

Orientation to Industrial Safety. (video) RC

Quality

Crisp. *Customer Satisfaction.**

Crisp. *No More Mistakes.**

Crisp. *Quality At Work.**

Crisp. *Quality Customer Service.**

Crosby, Phillip. *Quality Is Free.* (video)

Crosby, Phillip. *Quality Without Tears.* (video)

Gebhardt, Joan E. *Quality In Action.* (video)

Introduction To Quality. (video) *

Lankard, B. *Exhibit Positive Attitudes (taking pride in your work).* RC

Taking the Initiative On Quality: Continuous Improvement Through Deming's Fourteen Points. (video) RC.

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Problem Analysis and Decision Making

The ability to seek, identify, and analyze information from available resources. The ability to solicit input from others before making decisions. The ability to consider alternative solutions and form logical conclusions based on analysis of factual information. The ability to make sound decisions in a timely manner.

Resources

Albrecht, Karl. *Brain Power: Learning to Improve Thinking Skills.*

Bransford, John. *The Ideal Problem Solver.*

Brassard, Michael. *The Memory Jogger Plus.* *

Chang, Richard Y. *Step By Step Problem Solving.*

Crisp. *Creative Decision Making.*

Crisp. *Wake Up Your Creative Genius* .*

De Bono, Edward. *5 Day Course in Thinking.*

De Bono, Edward. *Thinking Skills for Success.* RC

Howell, Jerry. *Math Master: Strategies for Computation and Problem Solving.* RC

Lankard, B. *Work Skills: Accept Responsibility (problem-solving techniques).* RC

Moran, John. *A Guide to Graphical Problem-Solving Processes.*

Smith, Frank. *To Think.* RC

Zgone, Yvette. *Problem Solving.* RC

Technical Knowledge and Skills

The ability to acquire, maintain, and apply up-to-date technical knowledge and skill to perform work. The ability and expertise to troubleshoot and improve work procedures, equipment and machinery. The ability to apply technical knowledge to promote operational efficiency, cost reduction, workplace safety, and product quality.

Resources

*Analyzing Data.**

Contemporary. *Obtaining Information and Using Resources: Production of Goods and Services.**

Crisp. *Basics of Manufacturing.**

*Food Processing Institute - Canned Foods.**

*New Product Specialist Job Task Analysis.**

*Packaging Converting Machinery Components.**

*Packaging Machinery Operations Series.**

- *Vol 1 - Product Filling*
- *Vol 2 - Wrapping, Overwrapping and Bundling*
- *Vol 3 - Coding, Marking and Imprinting*
- *Vol 4 - Cartoning*
- *Vol 5 - Casepacking*
- *Vol 6 - Bottle Closing*
- *Vol 11 - Box Making*
- *Vol 12 - Conveying, Accumulating and Unscrambling*
- *Vol 13 - Palletizing and Depalletizing*
- *Vol 14 - Weighing and Checkweighing*

Pierce. Alan. *Introduction to Technology.*

Plant Procedures. (video) RC

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Plant Processes and Materials. (video) RC

*Plantwide Operator Manual.**

Technology Series (Videos) RC

- *Introduction to Manufacturing*
- *Manufacturing Systems*
- *Using and Evaluating Materials*
- *Manufacturing Process Planning*

*Troubleshooting Industrial Machinery.**

Dependability and Work Integrity

The ability to consistently perform work in accordance with established standards without direct supervision. The ability to demonstrate behavior that is reliable, trustworthy, and professional. The ability to maintain an awareness of organizational standards, policies, and procedures and accept direction and authority.

Resources

Berstein, Vivian. *The World of Work.* RC

Fruehling, Rosemary. *Your Attitude Counts.* RC

Individual's Role In Plant Operations. (video) RC

Lankard, B. *Practice Ethical Behavior*

Lankard, B. *Practice Good Work Habits (attendance, thoroughness and diligent, safety practices.* RC

Interpersonal Skills

The ability to perceive and understand others' feelings, needs, values, and opinions. The ability to modify one's behavioral style to prevent or resolve conflicts in order to maintain productive relationships with co-workers, other organizational members, suppliers and customers. The ability to work with others in a manner that promotes positive attitudes and morale.

Resources

Baron, Renee. *The Ennegram Made Easy: Discover the 9 Types of People.*

Bolton, Robert. *People Skills.*

Bramson, Robert. *Coping With Different People.*

Carnegie, Dale. *How To Win Friends and Influence People.**

Crisp. *Influencing Others.**

Crisp. *Working Together In A Multi-Cultural Organization.**

Planning and Organizational Skills

The ability to set goals and establish action plans for one's self and others. The ability to set priorities. The ability to schedule and coordinate information, events, and resources in order to complete priorities in an efficient and timely manner.

Resources

Addington, Jack. *All About Goals and How To Achieve Them.*

Bliss, Edwin. *Do It Now.*

Crisp. *Practical Time Management.**

Crisp. *Stop Procrastinating: Get To Work.**

Crisp. *Successful Self-Management.**

Hall, James. *The Goal Book.*

Griswald. Bob. *Goal Achievement Made Easy.*

Johnson, Spencer. *The One Minute Teacher.* *

Underdeveloped and Over Exposed: Getting Yourself in Focus. (video) RC

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Lunchtime Series Classes
Intructor Guidelines and Notes

The goal of the lunchtime series is to offer brief, twenty minute classes in an informal setting while employees eat their lunch. Employees voluntarily select to attend.

CLASS TITLE: Your Time Card: When You Work Part of an Hour

NOTES	ACTIVITY	MATERIAL	TIME
	Introduction: Welcome. Tie into employees' background experience by saying, "Sometimes you have to work part of an hour. Parts of an hour are shown by using minutes. Minutes can then be changed to fractions, and fractions can then be changed to decimals. This overhead and the wallet guide show you how to do this. **This is a "suggested" way. You are not required to do it this way.**	**Flipchart:** "Parts Are Parts" **Overhead:** "When You Work Part of an Hour" **Wallet Guide:** "When You Work Part of an Hour"	
	Applied Practice: Ask, " What comments and questions do you have about the overhead? (Allow plenty of time for employees to view and think about the over-head. See "Springboard Questions" to get discussion going.) Answer questions by involving group and using overhead, flipcharts, and calculators.	**Overhead:** "When You Work Part of an Hour" **Flipcharts:** "The Clock As a Pie" (fractional and decimal parts) **Calculators, paper and pencils**	
	Closure: Thank group for coming and say, "if you have any further questions see me after the session or come by the STEP Learning Center.		

When You Work Part of an Hour

Minutes	Words	Fractions	Decimals
15	a quarter hour	¼ hour	.25 hour
30	a half hour	½ hour	.5 hour
45	three-quarters of an hour	¾ hour	.75 hour

decimal point

Votator Terms

Directions: Please match each term with its corresponding definition on the next few pages. Each letter is only used once.

1. emulsion tank _______
2. remelt _______
3. emulsion tank valves _______
4. steam valves _______
5. ammonia valves _______
6. water valve _______
7. stuffing pump _______
8. triplex pump _______
9. votator tubes _______
10. blender _______
11. blender hand valve _______
12. B unit _______
13. Benhil _______
14. Benhil valves (2) _______
15. SanLoc _______
16. MMI _______
17. screen list _______
18. overview screen _______
19. emulsion tank screen _______
20. votator screen _______
21. filler screen _______
22. device screens _______
23. recipe selection screen _______
24. recipe setpoint screen _______
25. recipe parameters _______
26. auto/manual screen _______
27. alarm summary screen _______
28. equipment faults _______
29. control panel _______
(or control screen)
30. SKU _______

Definitions

A. a heated tank that is used to mix the oil and milk that will eventually be processed into margarine.

B. valves that supply steam to the emulsion tank from the engine room; during pre-production, the operator must check them to be sure they are open.

C. rotating tubes that use ammonia gas to refrigerate the oil/milk emulsion into margarine.
D. remelted and purified product that was not packaged on the first pass.

E. valves that supply ammonia gas to the votator tubes; during pre-production, the operator must check them to be sure they are open.

F. valve that supplies hot water to the emulsion tank from the engine room (not the same as the hot water hand valve on the emulsion tank); during pre-production, the operator must check it to be sure it is open.

G. a tube where product "rests" before it flows to the Benhil to be shaped into sticks.

H. direct product flow to the Benhil during a regular production run; the operator turns these valves to bypass back toward the emulsion tank during the pre-production phase, then readjusts them at the start of a production run.

I. displays all emulsion tank equipment that is controlled by the MMI.

J. stands for Man-Machine Interface; this is the control system the operators use to run the computerized production lines.

K. displays all filler equipment that is controlled by the MMI.

L. the characteristics of a recipe that can be changed at the recipe setpoint screen; (e.g., the percentage of milk and oil in the final product, emulsion tank temperature, etc.).

M. screen the operator uses to program in the SKU that will be run during today's shift.

N. screen that is used to start and shut down production; the operator can shut down the ammonia system at this screen; this screen shows whether the milk type is compatible with the recipe; it is also the screen the operator reads to observe a sequence.

O. stands for Stock Keeping Unit, or the recipe number; it indicates the type of product being produced.

P. displays all votator equipment that is controlled by the MMI.

Q. this screen lets the operator see a list of all devices that are currently in manual (these would have to be set to auto before the MMI will start production).

R. screen the operator uses to change the parameters of a recipe.

S. a rotating tube that reheats excess product from the Benhil and recirculates it back to the emulsion tank.

T. a three-stage, positive displacement pump that pumps the hot oil/milk emulsion toward the votator tubes.

U. displays a menu of other MMI screens that the operator can look at by pressing a function key (e.g., overview, select recipe, recipe setpoint, etc.).

V. displays all parts of the production line that are controlled by the MMI; the screen is divided into three main sections: emulsion tank, votator and filler.

W. screens the operator can use to control devices manually in the MMI; when viewing the emulsion tank, votator or filler screens, pressing the F_2 function key will display a list of devices that the operator can open/close and start/stop manually using the MMI.

X. the packing equipment that shapes the sticks or tubs of margarine.

Y. pumps the hot oil and milk emulsion from the emulsion tank to the triplex pump; it also pumps directly to the SanLoc to maintain a constant flow through the Sanloc; this pump and its corresponding valve are located on the floor to the left of the emulsion tank.

Z. a hand valve that can be turned either to direct product forward to the resting tube or to divert it to a remelt tub in case of a problem.

AA. blends the chilled product before sending it to the resting tube.

BB. three hand valves that the operator must check during pre-production: one directs product flow to the stuffing pump; a second is used to flush hot water through the tank; the third drains the tank.

CC. equipment kicks out (problem caused by tripped breaker, motor overload, etc.); these problems are detected by the MMI and show up as yellow on the screen; they also appear on the alarm summary screen.

DD. the screen used by the operator to check for alarms in any piece of equipment controlled by the MMI.

Key

1.A. a heated tank that is used to mix the oil and milk that will eventually be processed into margarine.

2.D. the area of the plant that supplies remelted and purified product to the production lines.

3.BB. three hand valves that the operator must check during pre-production: one directs product flow to the stuffing pump; a second is used to flush hot water through the tank; the third drains the tank.

4.B. valves that supply steam to the emulsion tank from the engine room; during pre-production, the operator must check them to be sure they are open.

5.E. valves that supply ammonia gas to the votator tubes; during pre-production, the operator must check them to be sure they are open.

6.F. valve that supplies hot water to the emulsion tank from the engine room (not the same as the hot water hand valve on the emulsion tank); during pre-production, the operator must check it to be sure it is open.

7.W. pumps the hot oil and milk emulsion from the emulsion tank to the triplex pump; this pump and its corresponding valve are located on the floor to the left of the emulsion tank.

8.T. a three-stage pump that pumps the hot oil/milk emulsion toward the votator tubes.

9.C. three or four rotating tubes that use ammonia gas to refrigerate the oil/milk emulsion into margarine.

10.AA. blends the chilled product before sending it to the resting tube.

11.Z. a hand valve that can be turned either to direct product forward to the resting tube or to divert it to a remelt tub in case of a problem.

12.G. a tube where product "rests" before it flows to the Benhil to be shaped into sticks.

13.X. the packing equipment that shapes the sticks or tubs of margarine.

14.H. direct product flow to the Benhil during a regular production run; the operator turns these valves to bypass back toward the emulsion tank during the pre-production phase, then readjusts them at the start of a production run.

15.S. a rotating tube that reheats excess product from the Benhil and recirculates it back to the emulsion tank.

16.J. stands for Man-Machine Interface; this is the control system the operators use to run the computerized production lines.

17.U. displays a menu of other MMI screens that the operator can look at by pressing a function key (e.g., overview, select recipe, recipe setpoint, etc.).

18.V. displays all parts of the production line that are controlled by the MMI; the screen is divided into three main sections: emulsion tank, votator and filler.

19.I. displays all emulsion tank equipment that is controlled by the MMI.

20.P. displays all votator equipment that is controlled by the MMI.

21.K. displays all filler equipment that is controlled by the MMI.

22.W. screens the operator can use to control devices manually in the MMI; when viewing the emulsion tank, votator or filler screens, pressing the F_2 function key will display a list of devices that the operator can open or close manually using the MMI.

23.M. screen the operator uses to program in the recipe that will be run during today's shift.

24.R. screen the operator uses to change the parameters of a recipe.

25.L. the characteristics of a recipe that can be changed at the recipe setpoint screen; (e.g., the percentage of milk and oil in the final product, emulsion tank temperature, etc.).

26.Q. this screen lets the operator see a list of all devices that are currently in manual (these would have to be set to auto before the MMI will start production).

27.DD. the screen used by the operator to check for faults in any piece of equipment controlled by the MMI.

28.CC. problems with the equipment are detected by the MMI and show up as yellow on the screen; these are also listed on the alarm summary screen.

29.N. screen that is used to start and shut down production; the operator can shut down the ammonia system at this screen; this screen also shows whether the milk type is compatible with the recipe.

30.O. stands for Stock Keeping Unit, or the recipe number; it indicates the type of product being produced.

Votator Spelling: Vowels

Directions: Fill in the missing blanks with the correct vowel to complete each word.

1. __m__ls__on
2. r__m__lt
3. __m__ls__ __n t__nk v__lv__s
4. st__ __m v__lv__s
5. __mm__n__a v__lv__s
6. w__t__r v__lv__
7. st__ff__ng p__mp
8. tr__pl__x p__mp
9. v__t__t__r t__b__s
10. bl__nd__r
11. bl__nd__r h__nd v__lv__
12. B__nh__l
13. r__st__ng t__b__
14. S__nL__c
15. M__n M__chin__ Int__rfac__
16. scre __n l__st
17. __v__rv__ __w scr__ __n
18. __m__ls__on t__nk scr__ __n
19. v__t__t__r scr__ __n
20. f__ll__r scr__ __n
21. M__n M__ch__n__ __nt__rf__c__
22. d__v__ce scr__ __ns
23. r__cip__ s__l__ction scr__ __n
24. r__c__p__ s__tpoint scr__ __n
25. r__c__p__ p__ram__ters

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26. r__c__p__ s__tp__ __nt

27. c__ntr__l p__n__l

28. c__ntr__l scr__ __n

29. equ__pm__nt

30. __q__ __pm__nt f__ults

31. al__rm

32. __l__rm s__mm__ry scr__ __n

33. __uto/m__nual scr__ __n

34. SK__

35. r__c__p__ s__tp__ __nt

36. __ __t__/m__n__ __l scr__ __n

Quality Control Training

STEP Learning Center

Course Goal: Provide the skills needed to accurately and quickly complete the Daily Weight Control Sheet.

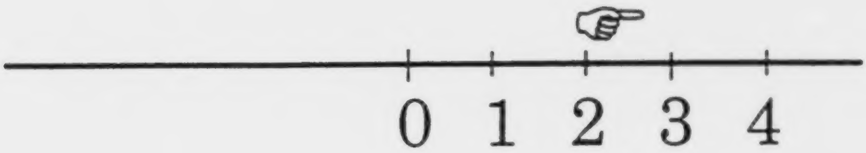
In this course you will learn to use the calculator to:

- Calculate the sum of five weights and the average.
- Calculate the range of the five weights.
- Calculate the sum of all the sums.
- Calculate the sum of all the ranges.
- And plot the points of the averages.

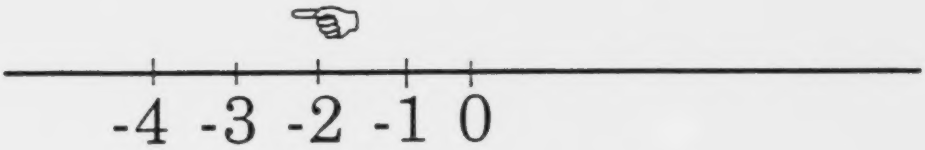
Vocabulary

The Number Line:	A figure showing the relationship of negative and positive numbers and zero.
Positive Numbers:	Show an increase , a gain or upward direction. In the weight tests, they indicate more than the label weight. Can be indicated by a (+) sign or no sign. To show the addition of positive numbers, move to the right on the number line.
Negative Numbers:	Show a decrease, a loss or downward motion. In the weight tests, they indicate less than the label weight. Uses a -sign. To add negative numbers, move to the left on the number line.
Target Weight:	Is the label weight plus the 70/30 weight distribution and other statistical considerations. Varies from product to product.
Label Weight:	Is 0 on the number line and represents the actual weight of the product minus the weight of the packaging/container.
Range:	The distance between two points. In the weight tests, it is the distance between the number furthest on the right and number furthest on the left. Always positive. Does need a decimal point.
Average: (Mean)	Typical or usual amount, rate, or level. A number which represents all samples. Computed by adding and dividing.
Sum:	The full amount; total obtained by addition.
Plotting a Point:	To mark on a map or chart.
Reasonable Answer:	An answer which makes good sense based on the situation and available information.
Skim:	To read quickly to find specific information.

When you add a ***positive*** number, you move to the right on the number line.



When you add a ***negative*** number, you move to the left on the number line.



NEW INDY WEIGHT CONTROL SHEET

DATE	SKU	PRODUCT	LABEL WT.	LINE	CODE DATE

OVERPACK

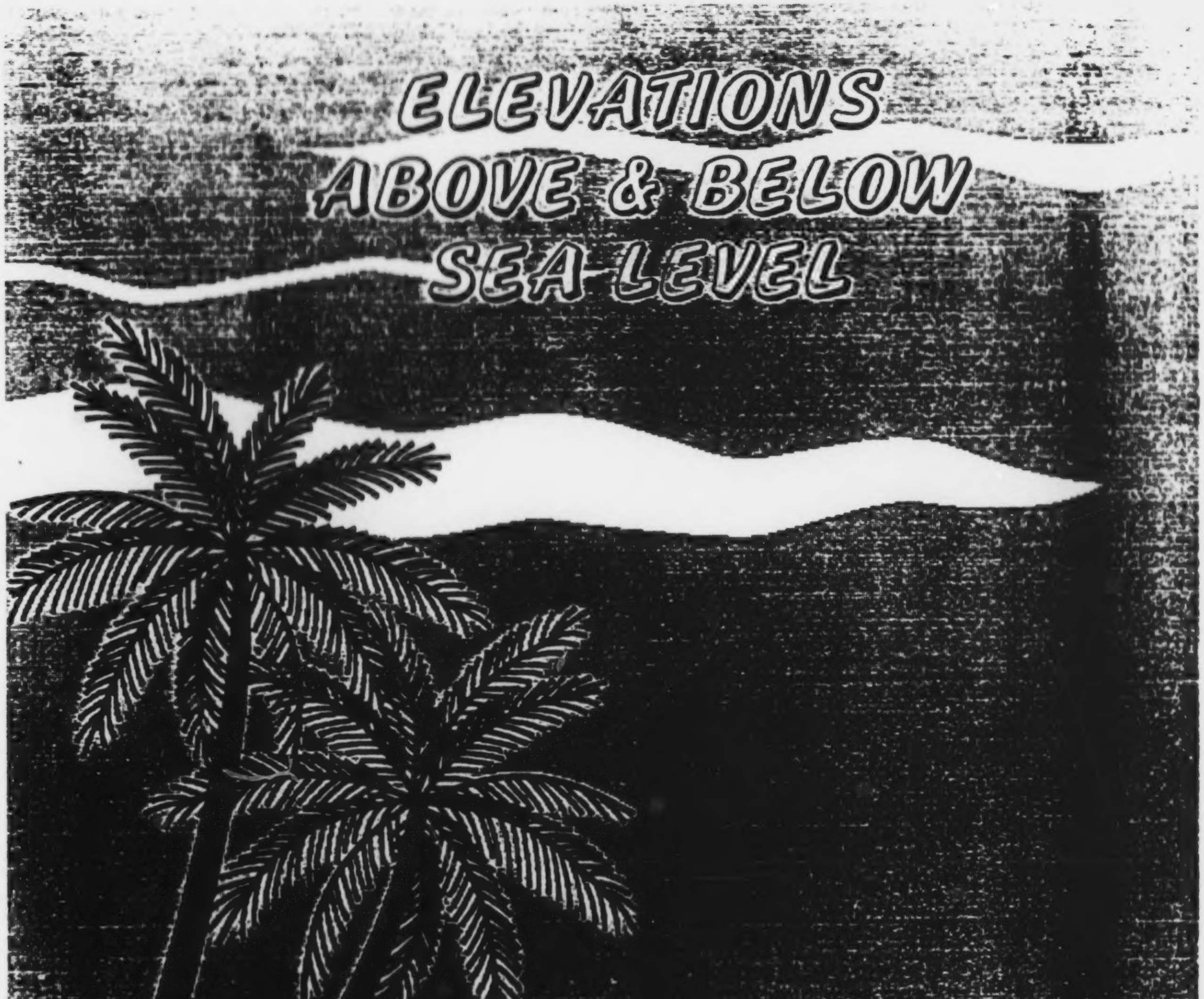
	TIME	SAMPLE SIZE = 5					AVG.	RANGE	ADJ.	CONTROL CHART	COMMENTS
1ST	7 AM	.8	-.3	-.3	.5	.4					
	8 AM	-.3	.4	-.2	-.3	.7					
	9 AM	.7	-.5	.3	.1	.2					
	10 AM	.1	.4	.2	.4	.2					
	11 AM	-.4	.3	.0	-.4	.0					
	12 PM	.1	.7	-.6	.2	-.5					
	1 PM	.3	.1	-.4	.3	.3					
	2 PM	-.2	-.3	-.7	-.6	-.1					
2ND	3 PM	.1	-.1	-.2	.2	.3					
	4 PM	.2	.4	-.5	.3	-.1					
	5 PM	.2	.4	.1	.1	.2					
	6 PM	.1	.2	.2	-.4	.3					
	7 PM										
	8 PM										
	9 PM										
	10 PM										
3RD	11 PM										
	12 AM										
	1 AM										
	2 AM										
	3 AM										
	4 AM										
	5 AM										
	6 AM										

	AVG. OVER PACK	% OVER PACK	AVG. RANGE
IST			
2ND		418	
3RD			

LCL	TARGET	UCL
CONTROL LIMITS		

[C]\WEIGHT\SPC

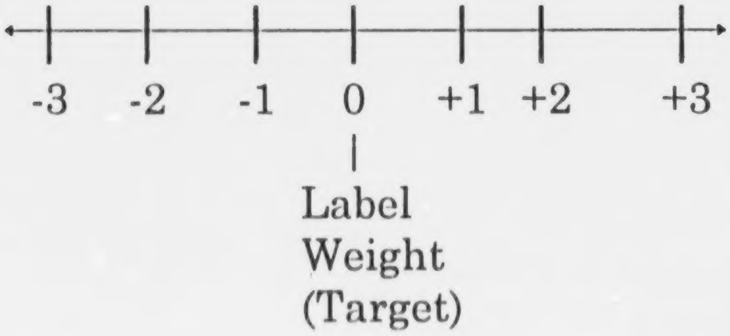
ELEVATIONS ABOVE & BELOW SEA LEVEL

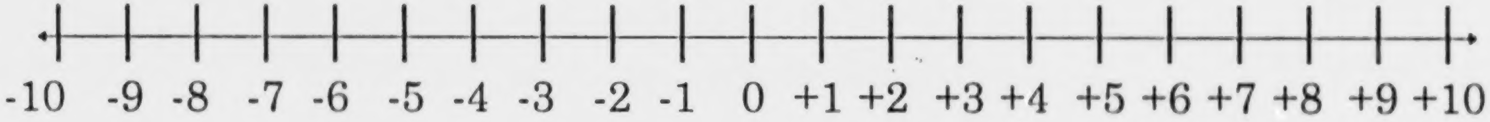

200 ft (+200) above sea level
1 above 0
Sea Level or zero (0)
1 ft. (-1ft.) below sea level (0)

BEST COPY AVAILABLE

Temperatures Above and Below Zero

"IT'S ________ BELOW ZERO. I'M FREEZING!"


-3
-2
-1
0
+1
+2
+3
Label
Weight
(Target)

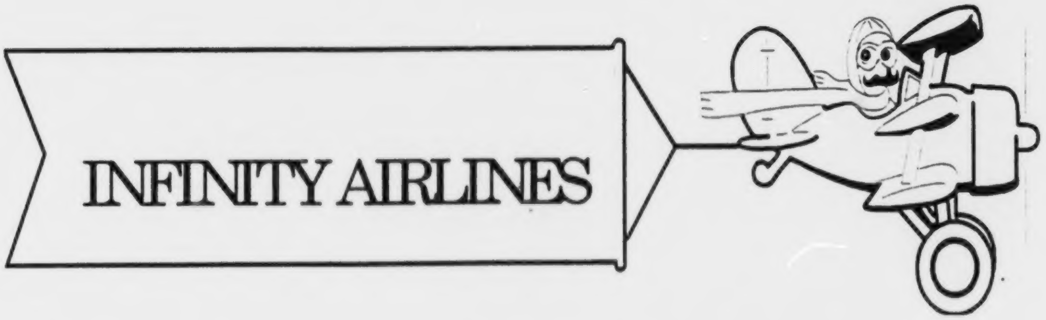

-10
-9
-8
-7
-6
-5
-4
-3
-2
-1
0
+1
+2
+3
+4
+5
+6
+7
+8
+9
+10

Daily Weight Control Sheet

	1	2	3	4	5	SUM	AVG	R
12	.8	-.3	-.3	.5	.4			
1	-.3	.4	-.2	-.3	.7			
2	.7	-.5	.3	.1	.2			
3	.1	.4	.2	.4	.2			
4	-.4	.3	.0	-.4	.0			
5	.1	.7	-.6	.2	-.5			
6	.3	.1	-.4	.3	.3			
7	-.2	-.3	-.7	-.6	-.1			
8	.1	-.1	-.2	.2	.3			
9	.2	.4	-.5	.3	-.1			
10	.2	.4	.1	.1	.2			
11	.1	.2	.2	-.4	.3			

Negative Numbers

"Off Into the Wild, Blue Infinity"


INFINITY AIRLINES

Product Weight Control for Production Workers

Nabisco Foods Group

Skills Training Enhancement Process

STEP

Negative Numbers

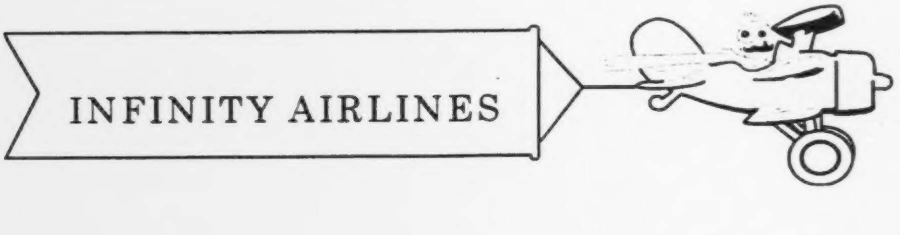
"Off Into the Wild, Blue Infinity"

Session Objective: *Given 5 weights, determine whether the weights are* *in range*, *above range*, *or* *below range* *and if adjustments need to be made and how to make them.*

Session One: Introduction

In this lesson you will:

1. ***Take Knowledge Self-Assessment 1.***
2. ***Define the word "infinity" and tell how it relates to numbers.***
3. ***Give one example of the use of negative numbers in everyday life and at Nabisco.***
4. ***Give one reason for the need of weight control.***
5. ***Recognize a number line and understand positive numbers show increase and negative numbers show decrease.***
6. ***Locate the number sign on the weight display screen.***
7. ***Determine when a product weight is in range, below range, or above range.***
8. ***Determine the need to make adjustments to the line.***
9. ***Determine how to make adjustments to the line.***
10. ***Take Knowledge Self-Assessment 2.***



Negative Numbers: "Off We Go Into the Wild, Blue Infinity!"

Knowledge Self Assessment 1

1. An example of the use of negative numbers in every day life is______________________________.

2. An example of the use of negative numbers at New Indy Nabisco is _____________________________.

3. ________________________is a word which can be used to describe the unlimited quality of numbers and space.

4. Zero (0) always equals nothing. (True/False)

5. Negative weights are acceptable if they are within range (True/False).

6. .2= 2/100 (True/False)

7. A __________________ _________________ is a figure which shows the relationship between negative and positive numbers and zero.

8. What part of the weight display screen shows if a weight is positive (+), negative (-), or zero (0), the far right or the far left?

Use the following information and the control wieghts for line 13 to fill in the Weight Control section of the Line 13 Process Log.

LINE 13

Range	-0.5	+0.9

Target	+0.2

	1	2	3	4	5
7:30 AM	0.3	0	-0.6	0.2	-0.2
8:00 AM	-0.1	0.1	-0.2	0.3	-0.2
8:30 AM	0.5	1.0	0.3	0.1	-0.1

9. Are 0.2 and .2 the same numbers? (Yes/No)

10. Give one reason for the use of weight controls.

____

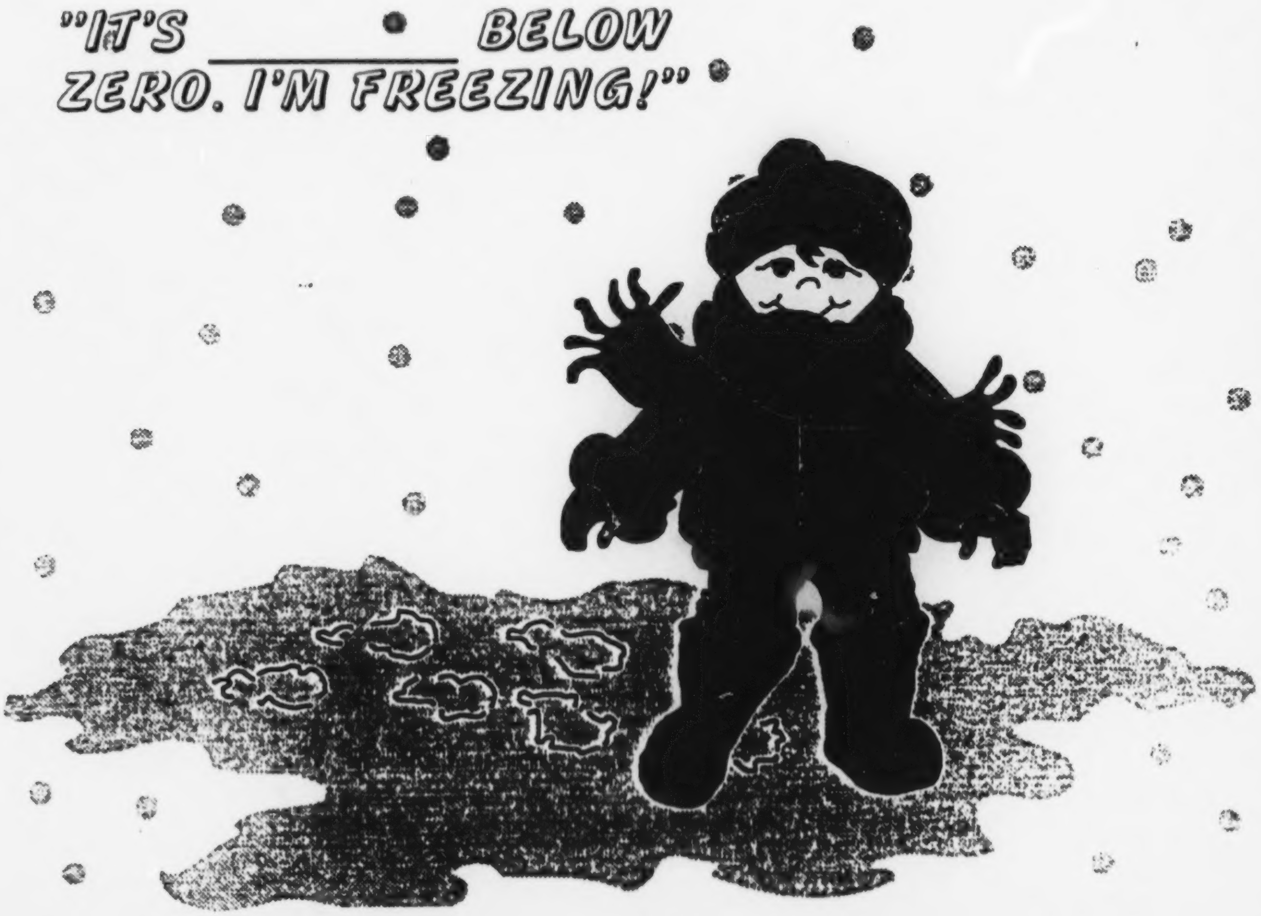
11. The 70/30 weight control ______________________ was initiated on July 25 to assist in the effort to reduce ______________________ ______________.

Word Bank

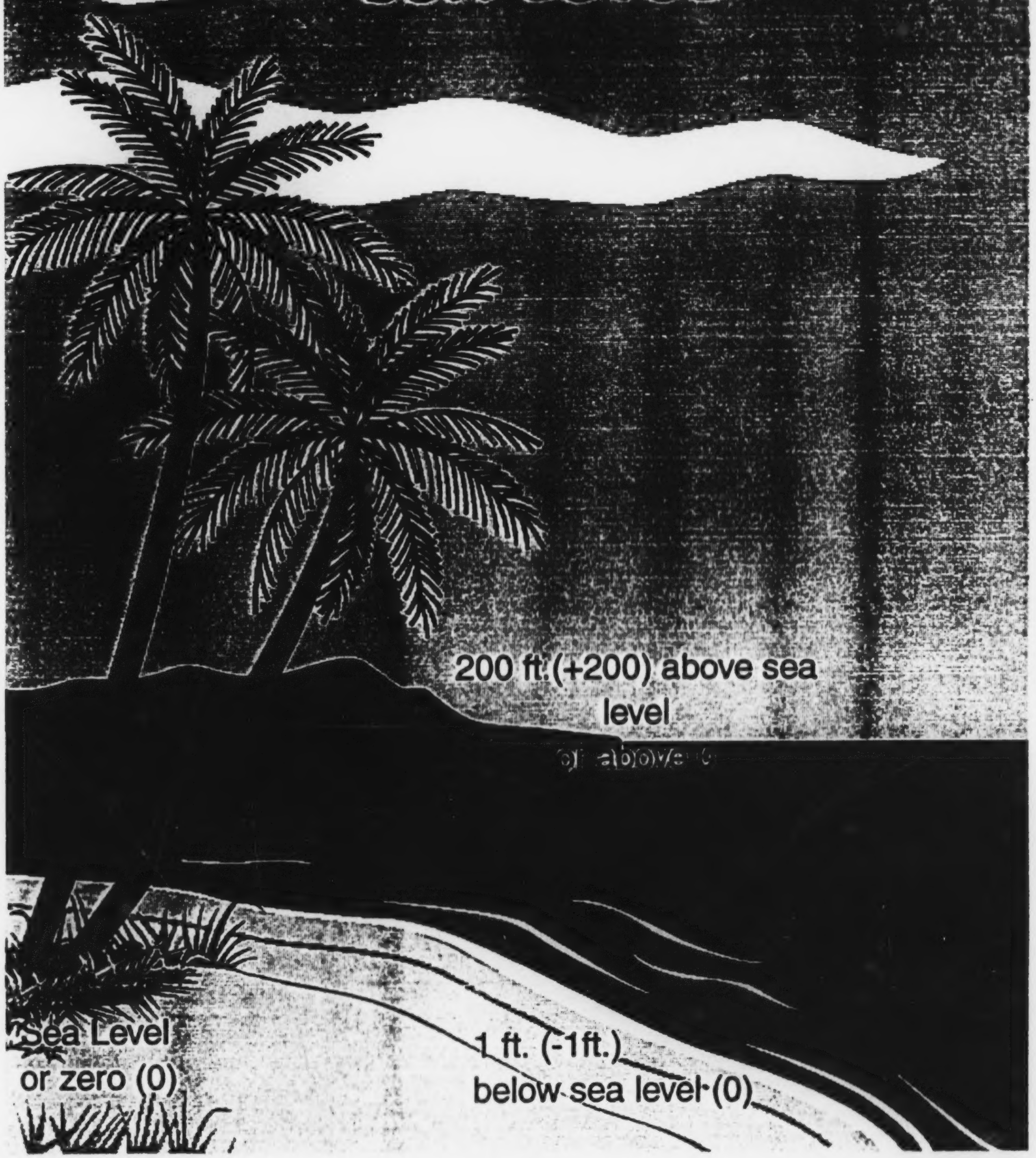
Infinity:	Unlimited.
The Number Line:	A figure showing the relationship of negative and positive numbers and zero.
Positive Numbers:	Show an increase, a gain or upward direction. In the weight tests, they indicate more than the label/ target weight. Can be indicated by a (+) sign or no sign. To show the addition of positive numbers, move to the right on the number line.
Negative Numbers:	Show a decrease, a loss or downward motion. In the weight tests, they indicate less than the label/target weight. Uses a -sign. To add negative numbers, move to the left on the number line.
Label Weight:	Is 0 on the number line and represents the actual weight of the product minus the weight of the package/container.
Target Weight:	Is the label weight + 70/30 distribution and other statistical considerations.

*** Add other words and their definitions from this training which interest you.**

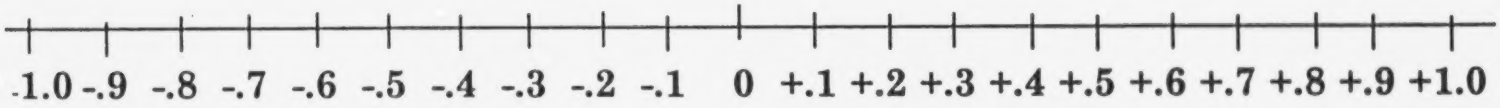
Temperatures Above and Below Zero


"IT'S ________ BELOW ZERO. I'M FREEZING!"

ELEVATIONS ABOVE & BELOW SEA LEVEL


200 ft.(+200) above sea level
or above 0
Sea Level or zero (0)
1 ft. (-1ft.) below sea level (0)

THE NUMBER LINE


-1.0
-.9
-.8
-.7
-.6
-.5
-.4
-.3
-.2
-.1
0
+.1
+.2
+.3
+.4
+.5
+.6
+.7
+.8
+.9
+1.0

Line 13

Range -0.5 +0.9

Target +0.2

ABISCO – INDIANAPOLIS MARGARINE PLANT

PROCESS LOG

DATE ______________ SHIFT ________

PERATOR ______________________

PRODUCT # 822-4

LINE NUMBER ________

ODE DATE ______________________

LENDER SPEED(RPM)600–800 __________

BB 60% SPREAD 1/4#

OIL TEMP ______________

NITIAL REMELT FILTER CLEANED __________

MILK TEMP ______________

TIME	LAST TUBE TEMP 47–51	TANK TEMP 115–125	**** WEIGHT CONTROL ****				REMARKS CORRECTIVE ACTION
			BELOW	IN RANGE	ABOVE	ADJUST	

LBS/HR TARGET 4,140 CS/HR TARGET 138 CS/SHIFT TARGET 1,104 SHIFT HRS. CASES

* INSPECT FILTER FOR METAL,PLASTIC OR UNUSUAL BURN-ON. NOTIFY Q.C.OR SUPV.
(CIRCLE) IF PRESENT

START OF SHIFT LBS. OF OIL ______________ LBS. OF REMELT ______________ % REMELT __________

END OF SHIFT LBS. OF OIL ______________ LBS. OF REMELT ______________ SUPV. INT. __________

Negative Numbers: "Off We Go Into the Wild, Blue Infinity!"
Knowledge Self Assessment 2

1. An example of the use of negative numbers in every day life is__________________________.

2. An example of the use of negative numbers at New Indy Nabisco is __________________________.

3. ______________________is a word which can be used to describe the unlimited quality of numbers and space.

4. Zero (0) always equals nothing. (True/False)

5. Negative weights are acceptable if they are within range (True/False).

6. .2= 2/100 (True/False)

7. A ________________ _______________ is a figure which shows the relationship between negative and positive numbers and zero.

8. What part of the weight display screen shows whether a weight is positive (+), negative (-), or zero (0), the far right or the far left?

Use the following information and the control wieghts for line 13 to fill in the Weight Control section of the Line 13 Process Log.

LINE 13

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	1	2	3	4	5
7:30 AM	0.3	0	-0.6	0.2	-0.2
8:00 AM	-0.1	0.1	-0.2	0.3	-0.2
8:30 AM	0.5	1.0	0.3	0.1	-0.1

9. Are 0.2 and .2 the same numbers? (Yes/No)

10. Give one reason for the use of weight controls.

____

11. The 70/30 weight control __________________________ was initiated on July 25 to assist in the effort to reduce ____.

Use the following information and the control wieghts for line 13 to fill in the Weight Control section of the Line 13 Process Log.

LINE 13

Range	-0.5	+0.9

Target	+0.2

	1	2	3	4	5
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8:00 AM	-0.1	0.1	-0.2	0.3	-0.2
8:30 AM	0.5	1.0	0.3	0.1	-0.1

9. Are 0.2 and .2 the same numbers? (Yes/No)

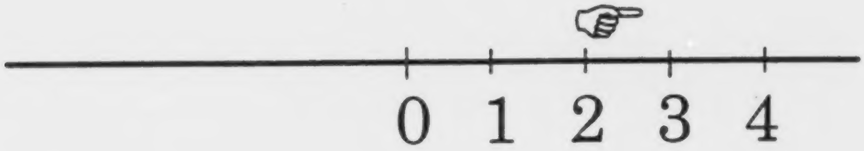
10. Give one reason for the use of weight controls.

____

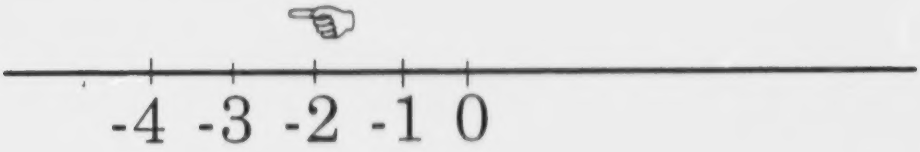
11. The 70/30 weight control ____________________ was initiated on July 25 to assist in the effort to reduce ____________________

____________________.

When you add a ***positive*** number, you move to the right on the number line.



When you add a ***negative*** number, you move to the left on the number line.

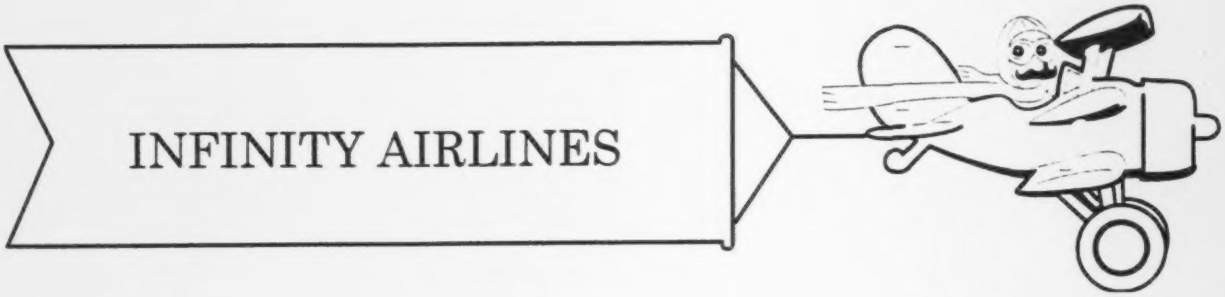


“Off Into the Wild, Blue Infinity”

Session Two: The Number Line

In this lesson you will:

1. ***Use a number line to add positive numbers.***
2. ***Use a number line to add numbers.***
3. ***Learn the two rules for adding positive and negative numbers.***



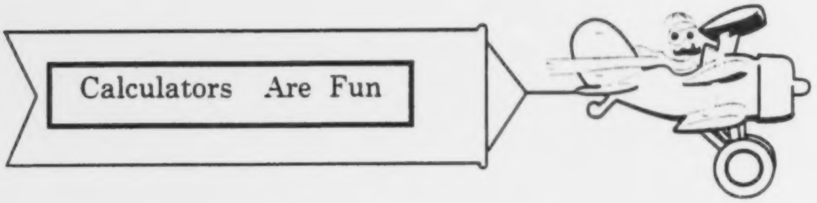
Negative Numbers

"Off Into the Wild, Blue Infinity"

Session Three: Using A Calculator

In this lesson you will:

1. ***Use the calculator to add positive numbers.***
2. ***Use the calculator to add negative numbers.***



Adding Positive and Negative Numbers

Using a Calculator

Practice Exercises

In the last session you learned to add positive and negative numbers using the number line and these two rules:

1. When you add a ***positive*** number, you move to the right on the number line.
2. When you add a ***negative*** number, you move to the left on the number line.

In this session you will learn to add positive and negative numbers using a calculator.

Example: -4 + (+3) = ?

	Press keys	Display reads	
Step 1	Open Calculator (*Notice arrangement of keys. Arrangement of keys varies with type of calculator.)	0.	
Step 2	-	0.	
Step 3	4	4.	
Step 4	-	4.-	*Negative sign is displayed after number
Step 5	3	3.	
Step 6	=	.1-	

Answer: -4 + (+3) = -1

Always think about the answer you've gotten. Does it make sense based on your knowledge of the number line and the 2 rules.

PRACTICE EXERCISE

1. $6 + (-1) =$

2. $(-4) + (-3) =$

3. $10 + (-7) =$

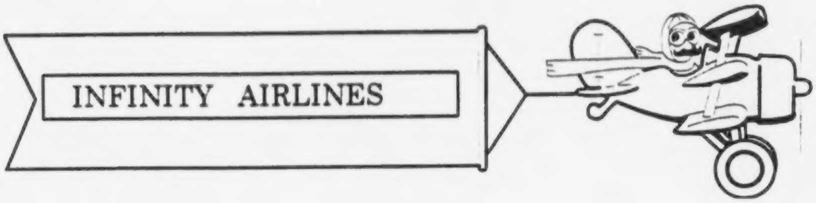
4. $-6 + 10 =$

5. $23 + (-69) =$

PRACTICE EXERCISE ANSWER KEY

1. 5
2. -7
3. 3
4. 4
5. -46

Negative Numbers
"Off Into the Wild, Blue Infinity"
Facilitator's Guide
Skills Training Enhancement Process
Nabisco Foods Group



Prior to the Beginning of Training

- *A week before training, send letter of encouragement and support and STEP Learning Center Rules.*

Preparation

Course Goal: *Review with the learners the session objective and goals.*

Questions: *Clear-up any questions and concerns. "Ask the Wizard": Ask the employees to write their questions and concerns on post-it notes as they arise and stick them on the wall chart captioned "Ask the Wizard." Then when appropriate field questions by pulling them from the Wizard, reading them, and asking for volunteers from the class to answer questions.*

Benefits: *Discuss the benefits to be gained from this training. List on a chart. Keep list posted during training. (Possible benefits: gain in self-confidence, self-esteem, job knowledge and proficiency. Benefits such as reducing oil loss result in a more profitable company which directly effects the well-being of employees. (Mention the 70/30 weight control distribution was initiated to assist in the effort to reduce oil loss.)*

Positive Suggestion: *Use a wall chart, "Success Guaranteed" to encourage the group. Mention and write out these points:*

1. *You will achieve the course objective.*
2. *You will receive support until you accomplish the objective.*
3. *Follow-up sessions will be provided if needed.*
4. *Follow the "STEP Learning Rules" (on a wall chart).*

Pre-Knowledge Self-Assessment: *Explain/discuss: Purpose is to allow employees to demonstrate to themselves what they have learned. Pre-assessment is taken with no help. Tell employees not to worry about spelling. The same assessment will be given at the end of the session. Employees may use any resource (wall charts, co-worker, learning guide, notes) to answer post assessment questions.*

Presentation

Setting the Stage: *Using wall charts, mobiles, mental imagery, discuss these points:*

- * *During this session we'll be on a mental journey together flying on "Infinity Airlines."*
- * *The airline is called "Infinity Airlines" because our fellow passengers are numbers who have the quality of being infinite or unlimited like space.*
- * *We could all leave on a spaceship today, fly into space, and never reach the end of space. We would fly off into infinity. Infinity means unlimited.*
- * *The same is true of numbers. Numbers go on forever. We could begin counting at "one" and count forever into infinity.*
- * *A number line is a figure which shows the relationship between positive and negative numbers. Positive numbers move to the right from zero along the line. They show increase. They move to the right forever. Negative numbers move to the left from zero along the line. They show decrease. They move to the left forever.*

Mental Hooks: *Recall prior knowledge of negative and positive numbers used in every day life. Use these examples: "Temperatures Above and Below Zero" and "Above and Below Sea Level."*

Emphasize:

- * *Increase/decrease*
- * *Zero does not always equal nothing (ex. sea level and 0 degrees temperature).*
- * *Thermometer is a number line.*

Work example: Weight Control.

Vocabulary: *Build knowledge and agreement on vocabulary. Refer to the Word Bank List. Illustrate using visuals.*

Practice

Guided Practice: *Given 5 weights and the weight control limits of Line 13, guide the group through the process of determining if the weights are in range, above range, or below range and the need and the process of making adjustments.*

Emphasize:

- *Relationship of the weight controls and the number line.*
- *Increase/decrease.*
- *The part of the weight display screen which shows the sign, negative or positive.*
- *It is acceptable to have negative weights as long as they are within range.*

Applied Group Practice: *Two simulations. Each learning team completes and reports back to group.*

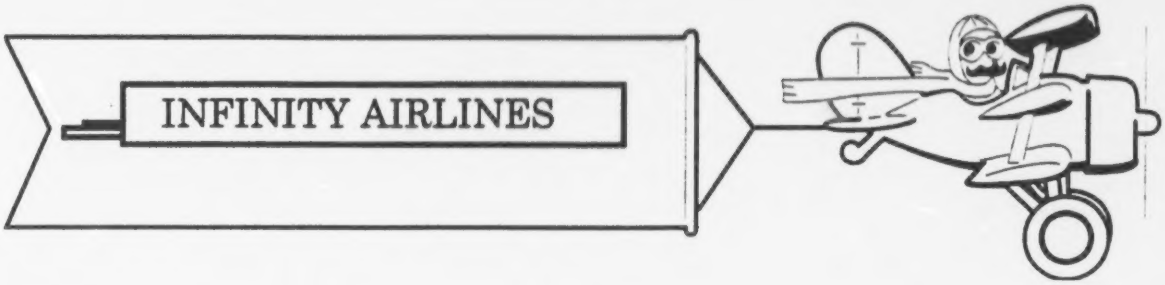
Learner Articulation: *One-on-one questioning: Pair-up employees. Have each employee ask their partner two questions about the training.*

Summarize/Closure

Clear-up Questions: *Refer to "Ask the Wizard" wall chart.*

Post Knowledge Self Assessment: *Employee may use any resources in the room. (wall charts, learning guide, other participant, notes) Partners compare answers. Share with group.*

Follow-Up: *Tell employees support is available on a continuing basis.*



Dear ________________________________,

I am looking forward to your participation in “Negative Numbers - Off Into the Wild, Blue Infinity” training. As your trainer, I guarantee your success in this training. If you need extra help, you will get it. And you will have fun! Contact me if you have any questions or concerns. Please read the STEP Learning Rules and be ready to apply them in class.

Sincerely,

Pat Adams

STEP

STEP

Learning Center Rules

- ☑ Have fun
- ☑ Make mistakes
- ☑ Ask questions
- ☑ Be active
- ☑ Take charge of your own learning
- ☑ You will be successful

Machine Efficiencies

Using a Calculator to Figure Efficiency

Machine Efficiencies: What do they mean?

Have you ever wondered how the daily machine efficiencies are calculated? In this training, you will learn how to use a calculator to figure the efficiency as a percent for each production line. First though, let's look at some of the job-related words used in figuring machine efficiencies.

Shift hours: are the hours scheduled to run, usually but not always 8 hours (occasionally the shift hours may only be 7 hours to allow time for cleaning, experimental start-up runs, etc.).

Run hours: are the shift hours minus any hours the line was down, in other words the actual hours the line was up and running.

Percent: is some number out of 100. 100% represents the maximum possible. So if your line ran at 100% efficiency, it would have run for all the available shift hours. If it ran for half of the available shift hours, that would be 50 out of 100, or 50%.

Machine efficiency: is a comparison of **shift hours** to **run hours**. It is shown as a **percent** on the chart presented at the daily shift meetings. It explains how well the line runs during the shift (not how well the operator is doing). 100% machine efficiency means the line ran for all the available shift hours.

Example 1: If the line ran at 60% machine efficiency for first shift, that means that it ran for about 60% of the total number of shift hours, or about 4 run hours out of 7 available shift hours.

Using a Calculator to Figure Machine Efficiencies

Now you know what the machine efficiency means, but how are they figured as a percent?

Example 2: Suppose that yesterday, Line 16 was scheduled for 8 hours (shift hours), but it only ran for 6 hours (run hours) because it was down for 2 hours for repairs.

The machine efficiency is figured by dividing the run hours by the shift hours, as follows:

Run hours ÷ Shift hours = Machine Efficiency

We could calculate the machine efficiency by hand but it's quicker to use a calculator. How can we use a calculator to solve the problem and show the answer as a percent?

Try it: To figure the efficiency for line 16 in Example 2, follow these steps:

1. Enter the number of **Run hours**: $\boxed{6}$ run hours for line 16.
2. Press the $\boxed{\div}$ key.
3. Enter the number of **Shift hours:** $\boxed{8}$ shift hours for line 16.
4. Press the $\boxed{\%}$ key. **Note: don't press the $\boxed{=}$ key!! Pressing $\boxed{\%}$ completes the calculation.**
5. The answer is 75% (the answer showing in the calculator display is a percent even though there is no % symbol).

So in Example 2, Line 16 ran 6 out of 8 shift hours, or at 75% efficiency.

As the final key is pressed, the $\boxed{\%}$ key tells the calculator to do the division and show the answer as a percent (remember, the answer is a percent even though no % symbol appears in the display).

Practice Exercises

Directions: Use your calculator to find each percent machine efficiency. Refer to the example below for help.

Example: Line 2 ran for 7 out of 8 hours. What was the percent machine efficiency?

- First, identify the run hours and shift hours: the line ran for **7 run hours** out of **8 shift hours** available.
- Next, put the numbers into the equation:
  7 run hours ÷ 8 shift hours
- To solve it on the calculator:

Press keys	Display reads
$\boxed{7}$	7
$\boxed{\div}$	7
$\boxed{8}$	8
$\boxed{\%}$	87.5

- Remember, you don't need to press $\boxed{=}$!!

Answer: line 2 ran at 87.5% machine efficiency.

1. Line 1 ran 3.5 run hours out of 7 shift hours. Percent machine efficiency is:_________.
   Hint: Press keys: $\boxed{3.5}\ \boxed{\div}\ \boxed{7}\ \boxed{\%}$

2. Line 16 ran 2 run hours out of 8 shift hours. Percent machine efficiency is:________.

Practice Exercises (continued)

3. Line 5 ran for 4 out of 8 hours. Percent machine efficiency is:_______.

4. Line 7 ran for 6 out of 8 hours. Percent machine efficiency is:_______.

5. Line 20 ran for 4.8 out of 8 hours. Percent machine efficiency is:_______.

6. Line 6 ran for 2.1 out of 7 hours. Percent machine efficiency is:_______.

7. Line 13 was scheduled to run for 7 hours, but it was down for 0.7 hours for repairs. Percent machine efficiency is:_______.
(Hint: to get the run hours subtract the down time from the shift hours.)

Practice Exercises
Answer Key

1. Line 1 ran 3.5 run hours out of 7 shift hours. Percent machine efficiency is: **50%.**

2. Line 16 ran 2 run hours out of 8 shift hours. Percent machine efficiency is: **25%.**

3. Line 5 ran for 4 out of 8 hours. Percent machine efficiency is: **50%.**

4. Line 7 ran for 6 out of 8 hours. Percent machine efficiency is: **75%.**

5. Line 20 ran for 4.8 out of 8 hours. Percent machine efficiency is: **60%.**

6. Line 6 ran for 2.1 out of 7 hours. Percent machine efficiency is: **30%.**

7. Line 13 was scheduled to run for 7 hours, but it was down for 0.7 hours for repairs. Percent machine efficiency is: **90%.**

Machine Efficiencies: II

More about using a Calculator To Figure Machine Efficiencies

There are three main types of percent problems:

- Finding the **percent** when you know the part and the whole:

  This is what you've been doing when you calculate the percentage efficiency. At what percent efficiency did the line run if you know the run hours and the shift hours?

- Finding the **part** when you know the percent and the whole.

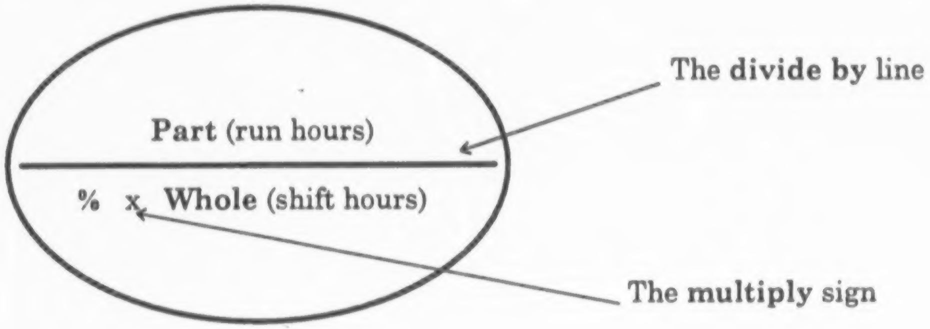
  For example, suppose you know the line ran at 25% efficiency yesterday, and you know it was scheduled to run for 7 hours. What were the run hours?

- Finding a **whole** when the percent and the part are given.

  If you know the run hours and the percent efficiency how do you figure the number of shift hours?

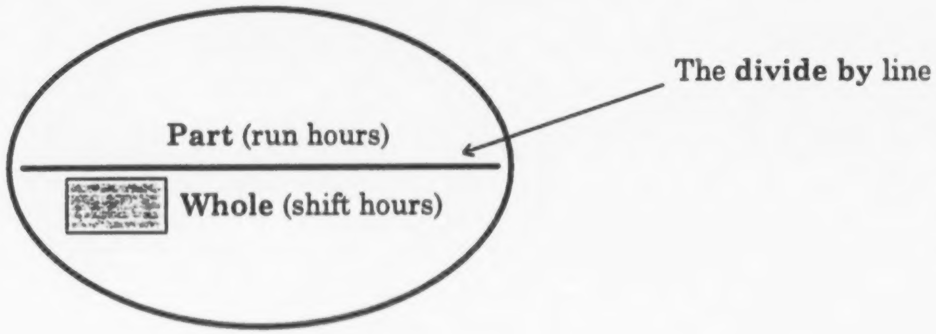
Let's look at how to use a calculator to solve two of the above three types of problems.

The memory device called the **percent circle** will help us solve each type of problem.



Finding the **percent efficiency** is exactly like the problems we did earlier.

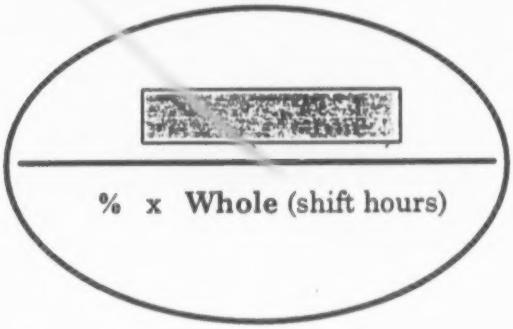
Percent efficiency = run hours divided by shift hours. On the percent circle, this is shown as:



To use the circle, cover up the part you're trying to find. Then carry out the calculation of the other two numbers.

In this case, we're trying to find the **percent efficiency**, so that part of the circle is covered. To find the percentage, we should take the **part** (or run hours) and divide by the **whole** (shift hours).

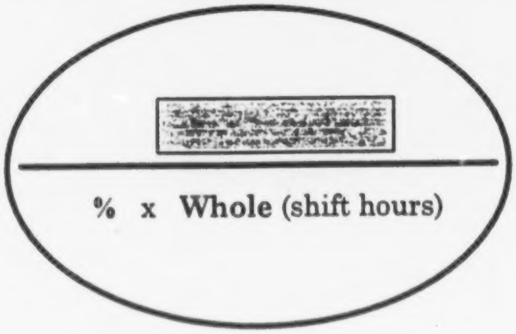
To find the **part** (run hours) when you know the percent efficiency and the shift hours, cover up the part. This leaves you with a multiplication problem: multiply the **percentage** times the **whole** (shift hours).



Example: Line 16 ran at 12.5% machine efficiency. It was supposed to run for 8 shift hours. How many run hours was the line working?

To find the run hours when you know the percent efficiency and the shift hours, cover up the run hours. This leaves you with a multiplication problem:

Multiply the **percentage** times the **whole** (shift hours).



On the calculator, multiply 8 hours times the percentage, 12.5% and hit the percent key.

Note: To multiply by a percent on the calculator, you have to make sure you hit the percent key last. So, type in 8 x 12.5 and hit % to get the answer.

The line ran for 1 run hour out of 8 shift hours.

Practice Exercises:

1. Line 12 ran at 50% efficiency. It was scheduled to run for 7 hours. How many shift hours did the line run?

2. Line 23 ran at 75% efficiency and it was scheduled for 8 shift hours. How many shift hours did it run?

3. Line 1 ran at 37.5% efficiency and it was scheduled for 8 hours. How many shift hours did it run?

4. Line 4 ran at 60% efficiency and it was scheduled for 4 hours. How many hours did it run?

5. Line 16 ran at 20% efficiency and it was scheduled for 7 hours. How many hours did it run?

Practice Exercises Answer Key:

1. 3.5 run hours
2. 6 run hours
3. 3 run hours
4. 2.4 run hours
5. 1.4 run hours

CHECKING YOUR PAYCHECK STUB

STEP

Skills Training Enhancement Process

CHECKING
RATE OF PAY

The Rate is the amount you are paid hourly and can vary according to the type of pay and the kind of time (K.O.T.). Type of Pay is listed in the Descriptions column on the far left side of the check stub (figure 1).

Type of Pay

Regular: base pay*____________ = rate ________
(any base K.O.T. rate)

Overtime:
Time
and a Half: base pay*_____ x 1 1/2 (1.5) = rate________

Double: base pay*______ x 2 = rate________

Holiday: base pay*______ = rate________

Vacation: base pay*_______ = rate________
(Bid position K.O.T.)

*Add shift differential
Second .15
Third .20

CHECKING YOUR NET PAY

Net pay is the total amount you take home after deductions. Net pay is shown in two places on your check stub. It is shown as "Amount of this Check" in the upper right hand corner (figure 4) and as "Net Pay" in the upper middle section (figure 5).

Earnings______ — (taxes + deductions) _____ = _____ net pay

figure 4

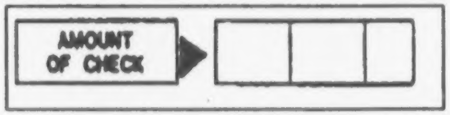
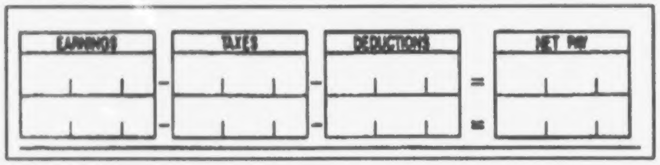


figure 5



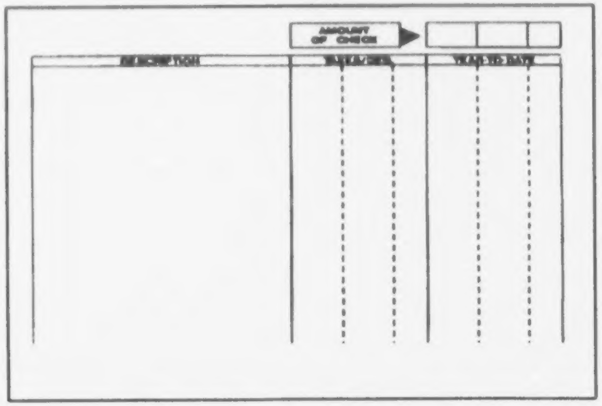
CHECKING THE DEDUCTIONS WITHHELD FROM YOUR EARNINGS

Deductions are listed after taxes in the Description column on the right side of your check stub (figure 3). Deductions vary from employee to employee and can include: U.S. Savings Bonds, Credit Union, Union Dues, HMO/Medical Insurance and Supplemental Life deduction.

Deduction ______ + Deduction ______ + Deduction ______

+ Deduction _______ = Total Deductions _________

figure 3



CHECKING EARNINGS

Earnings is the total amount of money earned each pay period before deductions are taken out. It is also called gross pay. Your earnings per type of pay are listed in the Earnings Column on the left side of your check stub (figure 1). The total of your earnings is shown in the upper left hand corner of your check stub.

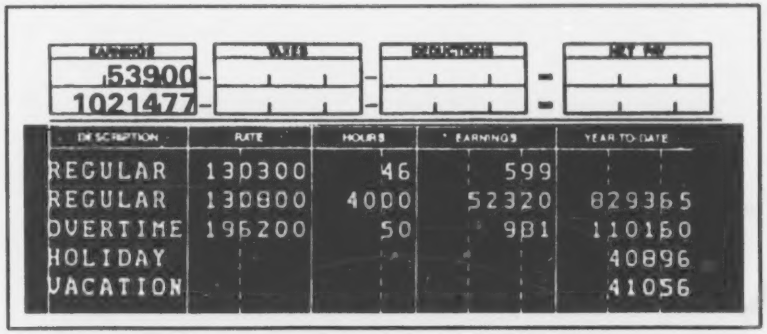
Rate of pay________ x ________hours = Earnings__________

Rate of pay________ x ________hours = Earnings__________

Rate of pay________ x ________hours = Earnings__________

Total Earnings_________

figure 1



EARNINGS	TAXES	DEDUCTIONS	NET PAY
53900			
1021477			

DESCRIPTION	RATE	HOURS	EARNINGS	YEAR-TO-DATE
REGULAR	130300	46	599	
REGULAR	130800	4000	52320	829365
OVERTIME	196200	50	981	110160
HOLIDAY				40896
VACATION				41056

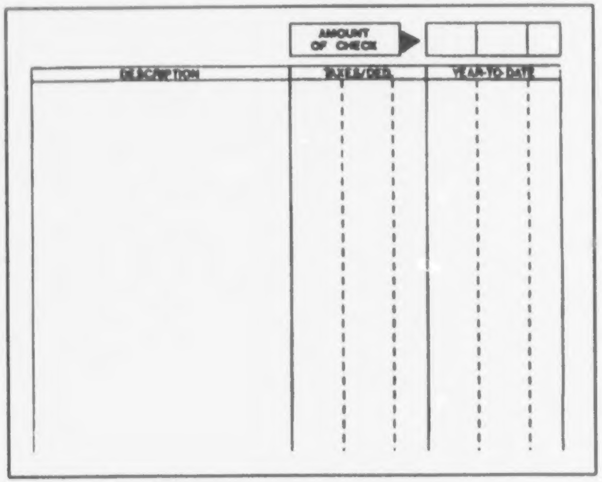
CHECKING THE TAXES WITHHELD FROM YOUR EARNINGS

Taxes are listed first in the Description column on the right side of your check stub (figure 2). They are: Federal tax, FICA/MED, State taxes, and County taxes.

Federal Taxes_______ + FICA/MED _______

+ state __________ + county________ = Total taxes

figure 2



TAXES

Federal: Federal Withholding Tax. Money deducted for income taxes paid to the federal government. Amount withheld varies.

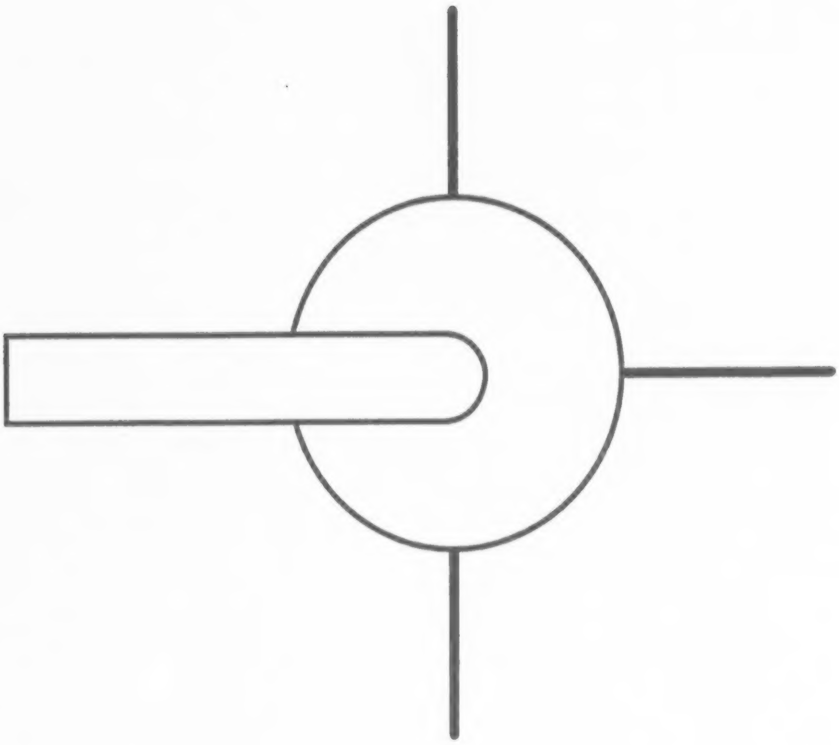
FICA MED: Federal Insurance Contributions Act or Social Security. A nationwide insurance program for retired people and the disabled who cannot work. Amount taken out is .0765 x earnings.

example:
earnings x .0765
$539.00 x .0765 = $41.23

State Taxes: Indiana
example:
earnings x .034
$539.00 x .034= $18.32

County Taxes: Marion resident .007
example: non-resident .0017
earnings x .007
$539.00 x .007 = $3.77

Attachment D – GO WITH THE FLOW



"Go With the Flow"

Lesson 1: 3-Way Valves

Course Goal: To understand how product flows through 3-way valves by looking at actual valves and reading diagrams.

"Go With the Flow"
Part One: 3-way Valves

After taking this short course, you will be able to:

1. Understand the basic difference between 2-way and 3-way valves.
2. Understand how product flows through 3-way valves.
3. Read and interpret diagrams of product flow in 3-way valves.

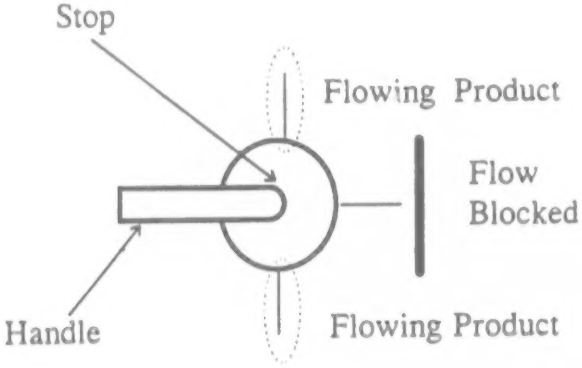
In 3-way valves, the product flow depends on the direction of the handle and the stop. Look at the diagram below.

The flow is blocked at the pipe across from the handle.

In other words, flow is blocked at the stop.

Product flows through the other two pipes.

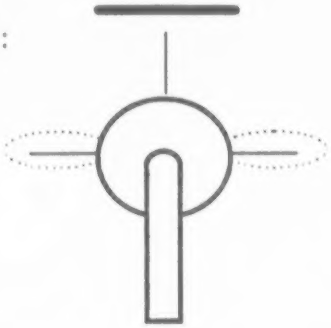
You can see that the flow is blocked at the pipe on the right because that is the pipe across from the handle (at the stop). No matter which direction you turn the handle, flow is always blocked at the pipe across from it.



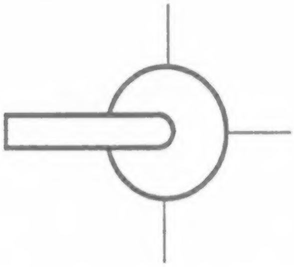
Practice Exercise 1

Instructions: Draw a line at the end of the pipe that is blocked. Then circle the pipes which have product flowing through them.

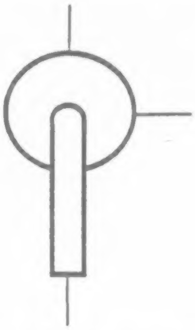
Example :



1.



4.



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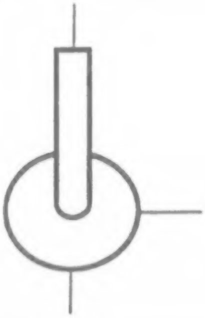

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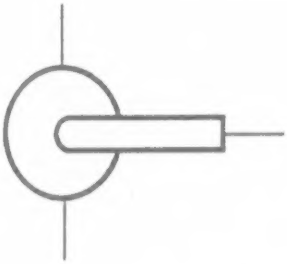

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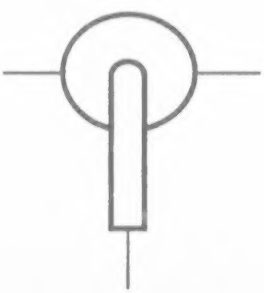

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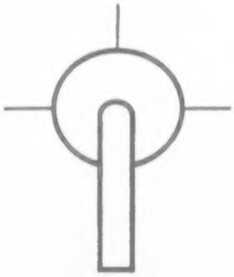
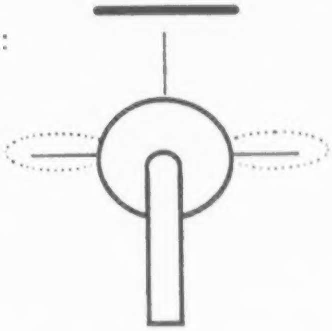
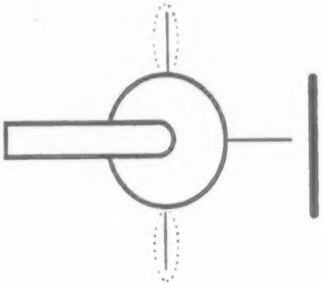


Practice Exercise 1
Answer Key

Example :



1.



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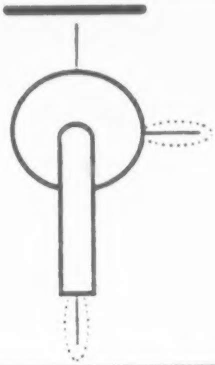

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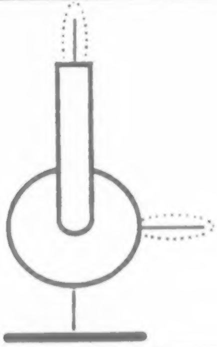

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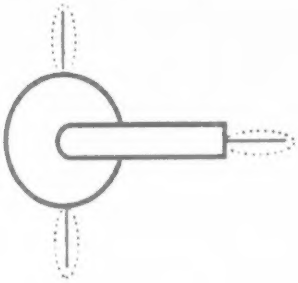

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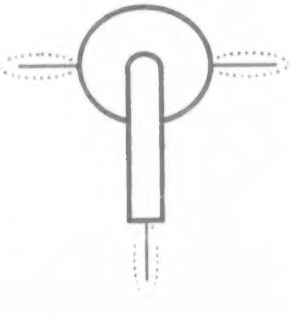

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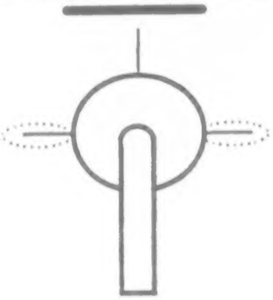
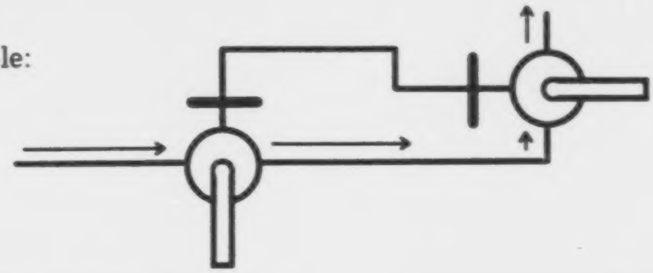


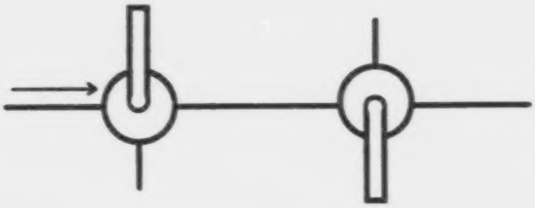
Practice Exercise 2

Instructions: For each of the pairs of valves below, draw a line at the end of any pipes that are blocked. Then draw arrows to show the direction product is flowing. The first arrow is drawn for you.

Example:



1.



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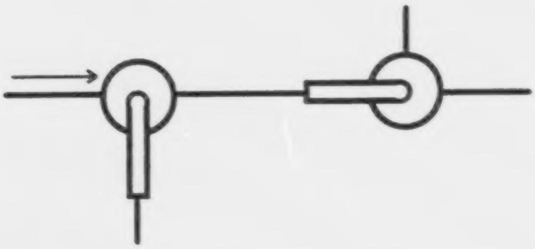
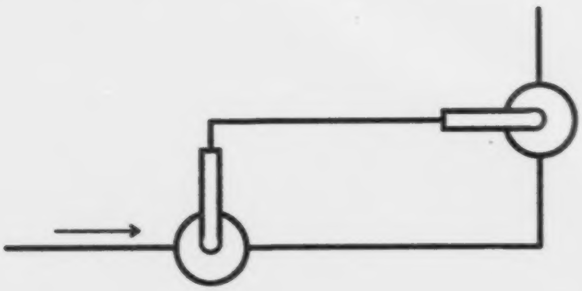
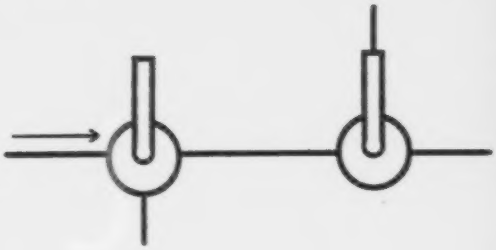


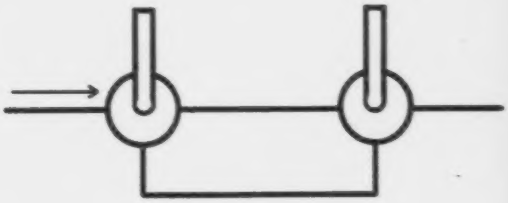
3.



4.



5.



"Go With the Flow"
Part One: 3-way Valves

Course Rating Survey

We would like your opinion on this course. Please circle one number for each of the questions below to show how you would rate each item. You don't have to put your name on it. The forms will be collected as you leave.

Example:

I love country music	5	[✓ 4]	3	2	1	I hate country music

How would you rate this course?

1. Very interesting to me	5	4	3	2	1	Boring to me
2. Very useful to me on my job	5	4	3	2	1	Totally useless to me on my job
3. Very easy for me	5	4	3	2	1	Very difficult for me

How would you rate the instructor?

4. Very interesting to me	5	4	3	2	1	Boring to me
5. Easy to hear	5	4	3	2	1	Could not hear at all
6. Very easy to understand	5	4	3	2	1	Very difficult to understand

How would you rate the written materials?

7. Very easy to read	5	4	3	2	1	Very difficult to read

Go with the Flow, Part 1
3-Way Valves: Outline

1. **Introduction**

   a. Distribute the handout. Explain that this short course is intended to give them a review of how three-way valves work and how product flows through them.

   b. Explain that we will practice understanding flow in an actual three-way valve.

   c. Explain that we will also look at diagrams of three-way valves and practice charting the flow in diagrams.

   d. Remind them that the practice exercises are strictly for their own use; they will not be collected or graded in any way.

2. **Build Motivation by Recalling Prior Related Experience.**

   a. Define "dead head:" a blockage in product flow that causes margarine to blow out from the production line; it is most often caused by turning a valve handle in the wrong direction; the blow-out doesn't usually occur at the point where the handle was turned, but the line gives way at some other weak point.

   b. Ask students to describe their past experiences with lines "dead heading." Has anyone seen a line blow because of a dead head? What caused it? How did it affect production?

3. **Build Knowledge of New or Unfamiliar Terms.**

   a. Show a 2-way valve (actual valve): 2 pipes.

   b. Show a 3-way valve (actual valve): 3 pipes; most valves on the production lines are 3-way.

4. Model the Thinking Strategies Used in the Skill Application.

a. Demonstrate the product flow (thinking strategy) in an actual 3-way valve.
   (1) The valve can be set to allow flow through all 3 pipes.
   (2) The valve can also be set to allow flow through only 2 pipes.
   (3) The stop is the end of the handle on top of the valve.
   (4) Product flow depends on the direction of the handle and stop.
   (5) Product flow is blocked at the pipe across from the handle.
   (6) In other words, flow is blocked at the pipe nearest the stop.
   (7) Product flows in all other directions.

b. Demonstrate the product flow (thinking strategy) in diagrams of 3-way valves (see Figures 1 and 2).
   (1) Indicate the handle in Figure 1.
   (2) Indicate the stop.
   (3) Indicate lines representing the 3 pipes.
   (4) Product flow depends on the direction of the handle and stop as shown in Figure 2.
   (5) Product flow is blocked at the pipe across from the handle.
   (6) In other words, flow is blocked at the pipe nearest the stop.
   (7) Product flows in all other directions.

5. Give Guided Practice.

a. Practice using an actual valve:
   (1) using valves distributed to small groups, have them turn the valve handle different directions;
   (2) ask the class to guess which pipes have product flowing through them and which are blocked.

b. Practice using diagrams (see Exercises 1-6):
   (1) ask questions listed on each overhead;
   (2) mark the answers agreed upon by the class as a group;
   (3) use the overlay to show the correct answers.

6. **Summarize the Thinking Strategy.**

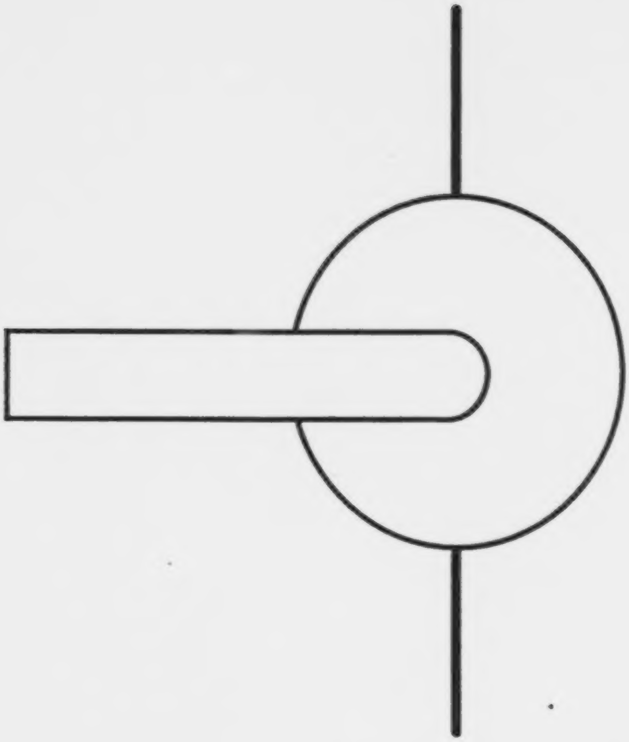
a. Review the strategy with the actual valve.
  (1) The stop is the end of the handle on top of the valve.
  (2) Product flow is blocked at the pipe across from the handle (nearest the stop) but flows in all other directions.

b. Demonstrate product flow in a diagram of a 3-way valve (see Figure 2).
  (1) The stop is the end of the handle on top of the valve.
  (2) Product flow is blocked at the pipe across from the handle (nearest the stop) but flows in all other directions.

7. **Give Applied Practice.**

a. Have students try Practice Exercise 1 in small groups during class and go over their answers with them.

b. Have them complete Practice Exercise 2 on their own time.
  (2) Answers can be obtained by coming to the STEP Center during free time.
  (3) The exercises will not be collected or graded; they are strictly for extra practice on an individual basis.



"Go With the Flow"

Lesson 2: 2-Way Valves

Course Goal: To understand flow in 2-way valves by looking at actual valves and reading diagrams.

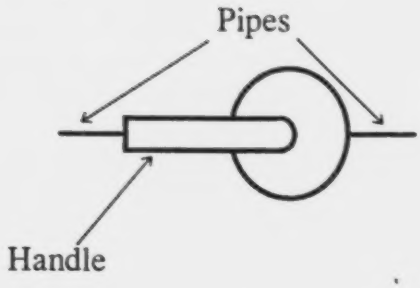
"Go With the Flow"
Lesson Two: 2-way Valves

After taking this short course, you will be able to:

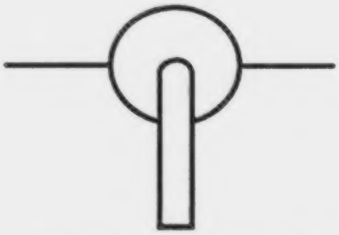
1. Understand the basic difference between 2-way and 3-way valves.
2. Understand flows through 2-way valves.
3. Read and interpret diagrams of flow in 2-way and 3-way valves.

2-way valves have two pipes, as shown in the diagram below. The flow depends on the direction the handle is turned. Look at the diagram below.

> 2-way valves are either completely closed or completely open.
>
> When the handle is in line with the pipes, the valve is open and there is flow.
>
> When the handle is not in line with the pipes, the valve is closed and there is no flow.



Open (flowing)



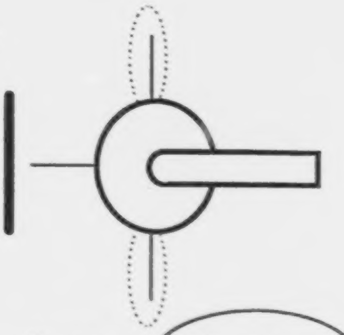
Closed (not flowing)

Practice Exercise 1

Name______________________________ Date______________________________

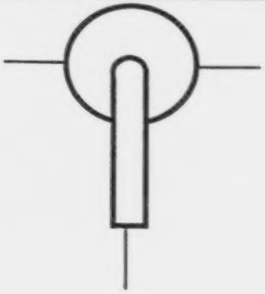
Instructions: Draw a line at the end of the pipe that is blocked. Then circle the pipes which have product flowing through them. Circle whether it is a 2-way or 3-way valve.

Example:



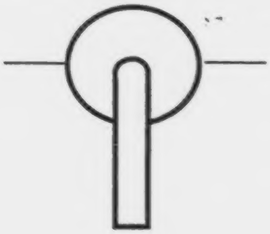
2-way [✓ 3-way]

1.



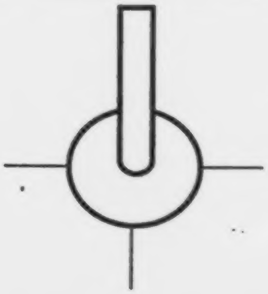
2-way 3-way

2.



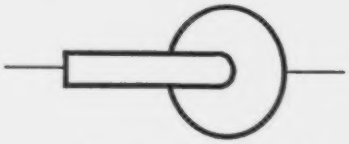
2-way 3-way

3.



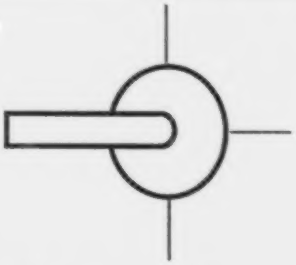
2-way 3-way

4.



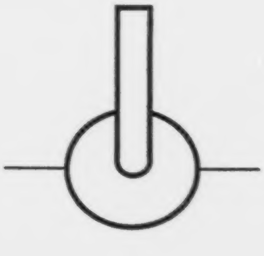
2-way 3-way

5.



2-way 3-way

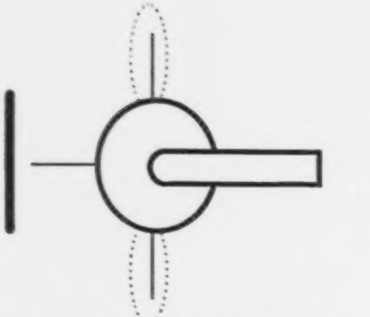
6.



2-way 3-way

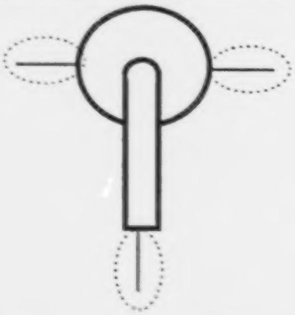
Practice Exercise 1
Answer Key

Example:



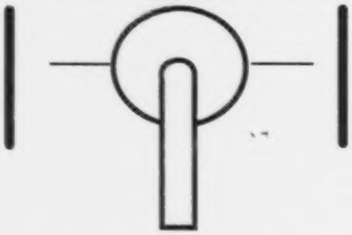
2-way [✓ 3-way]

1.



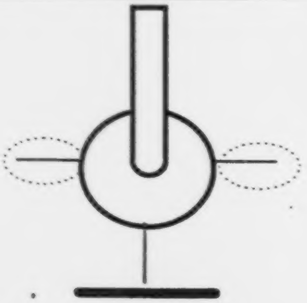
2-way [✓ 3-way]

2.



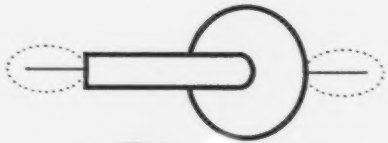
[✓ 2-way] 3-way

3.



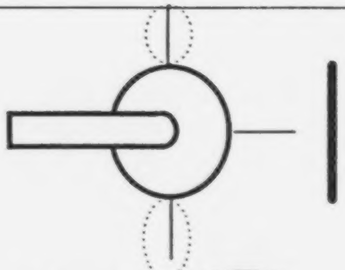
2-way [✓ 3-way]

4.



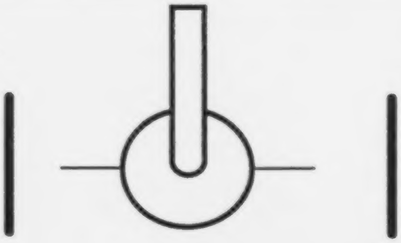
[✓ 2-way] 3-way

5.



2-way [✓ 3-way]

6.



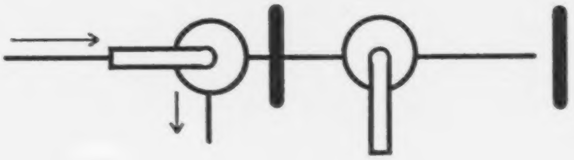
[✓ 2-way] 3-way

Practice Exercise 2

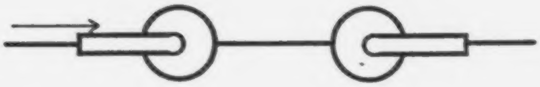
.ame______________________ Date______________________

Instructions: For each of the pairs of pipes below, draw a line at the end of any pipes that are blocked. Then draw arrows to show the direction product is flowing. The first arrow is drawn for you.

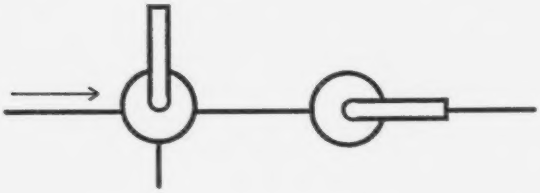
Example:



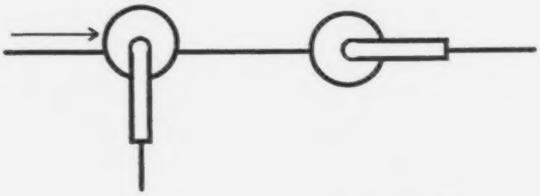
1.



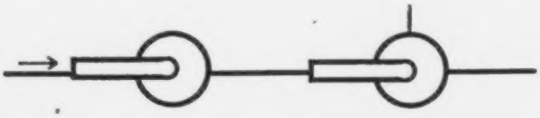
2.



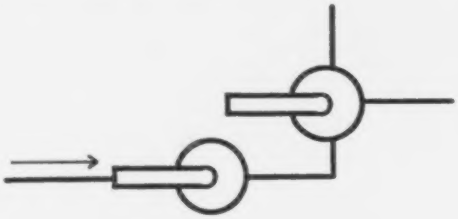
3.



4.



5.



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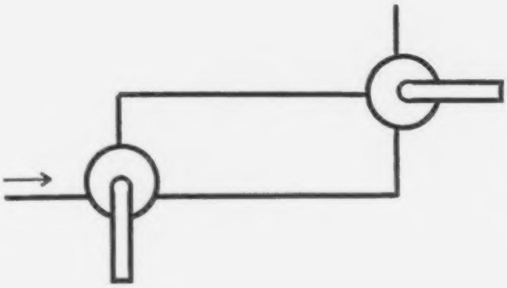
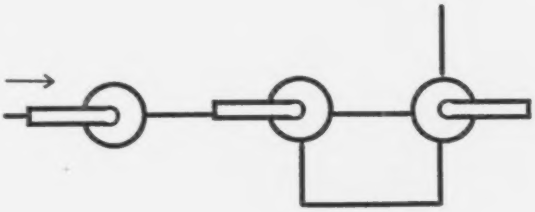
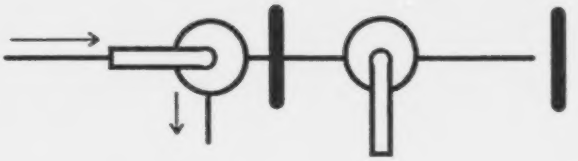


7.

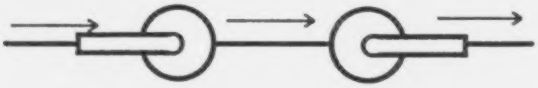


Practice Exercise 2
Answer Key

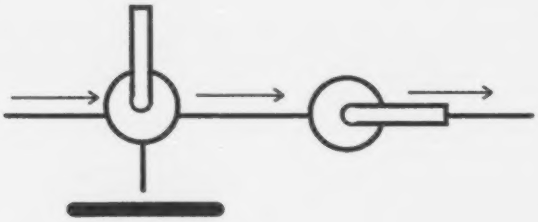
Example:



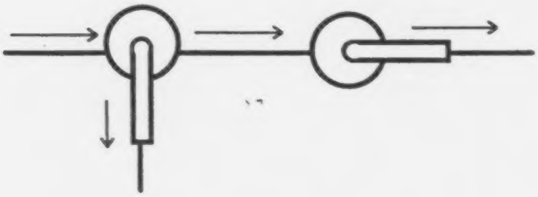
1.



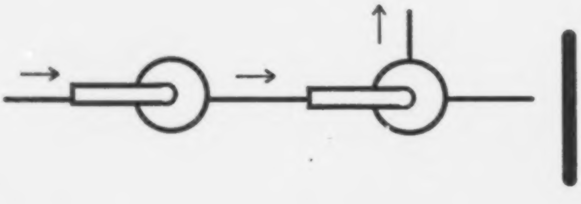
2.



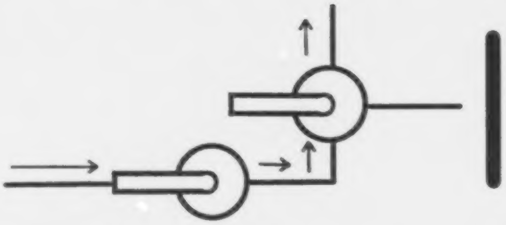
3.



4.



5.



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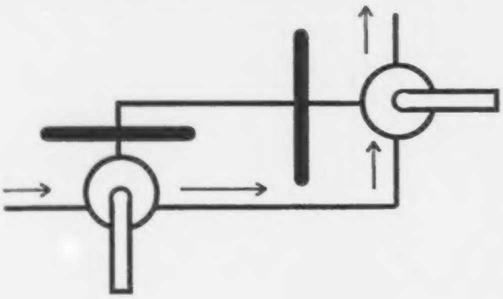
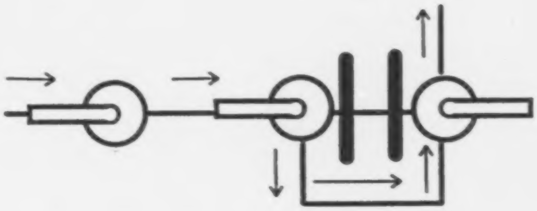


7.



Course Rating Survey

We would like your opinion on this course. Please circle one number for each of the questions below to show how you would rate each item. You don't have to put your name on it. The forms will be collected as you leave.

Example:

I love country music	5		3	2	1	I hate country music

How would you rate this course?

1. Very interesting to me	5	4	3	2	1	Boring to me
2. Very useful to me on my job	5	4	3	2	1	Totally useless to me on my job
3. Very easy for me	5	4	3	2	1	Very difficult for me

How would you rate the instructor?

4. Very interesting to me	5	4	3	2	1	Boring to me
5. Easy to hear	5	4	3	2	1	Could not hear at all
6. Very easy to understand	5	4	3	2	1	Very difficult to understand

How would you rate the written materials?

7. Very easy to read	5	4	3	2	1	Very difficult to read

Go with the Flow, Lesson 2
2-Way Valves: Goals

After taking this short course, you will be able to:

1. Understand the basic difference between 2-way and 3-way valves.
2. Understand flows through 2-way valves.
3. Read and interpret diagrams of flow in 2-way and 3-way valves.

Job-related Vocabulary

1. dead head--a blockage in flow that causes margarine to blow out from the production line; it is most often caused by an operator turning a valve handle in the wrong direction; the blow-out doesn't usually occur at the point where the operator turned the handle, but the line gives way at some other weak point.
2. 3-way valve--the most commonly seen hand valve on the production lines, 3-way valves have three pipes.
3. 2-way valve--valves that have only two pipes.
4. valve handle--a handle the operator turns to change the direction of flow through the pipes; flow is always blocked at the pipe across from the handle (nearest the stop, see #5).
5. valve stop--the end of the handle on top of the valve; flow is blocked at the pipe nearest the stop (across from the handle, see #4).

Go with the Flow, Lesson 2
2-Way Valves: Outline

1. **Introduction**

   a. Distribute the handout. Explain that this short course is intended to give them a review of how 3-way and 2-way valves work and demonstrate flow.

   b. Explain that we will practice understanding flow in an actual 2-way valve.

   c. Explain that we will also look at diagrams of 2-way and 3-way valves and practice charting the flow in diagrams.

   d. Remind them that the practice exercises are strictly for their own use; they will not be collected or graded in any way.

2. **Build Motivation by Recalling Prior Related Experience.**

   a. Review flow in 3-way valves: flow is blocked at the pipe across from the handle while the other two pipes have flow.

   b. Define "dead head:" a blockage in flow that causes the line to blow out; it is most often caused by turning a valve handle in the wrong direction; the blow-out doesn't usually occur at the point where the handle was turned, but the line gives way at some other weak point.

3. **Build Knowledge of New or Unfamiliar Terms.**

   a. Show a 2-way valve (actual valve): 2 pipes; flow is either off (completely blocked) or on (completely open).

4. Model the Thinking Strategies Used in the Skill Application.

a. Demonstrate the flow (thinking strategy) in actual 2-way and 3-way valves.
   (1) The valve can be turned on, allowing flow through both pipes.
   (2) The valve can be turned off, blocking all flow.
   (3) Flow depends on the direction the handle is turned.
   (4) When the handle is in line with the two pipes, the valve is on allowing flow.
   (5) When the handle is not in line with the pipes, all flow is blocked.
   (6) In 3-way valves, flow is blocked at the pipe across from the handle (nearest the stop) but flows in all other directions.

b. Demonstrate the flow (thinking strategy) in diagrams of 2-way and 3-way valves (see Figures 1-3).
   (1) Indicate the handle in Figure 1.
   (2) Indicate lines representing the 2 pipes.
   (3) Flow depends on the direction of the handle as shown in Figure 2.
   (4) When the handle is in line with the two pipes, the valve is on allowing flow.
   (5) When the handle is not in line with the pipes, all flow is blocked.
   (6) In 3-way valves, (see Figure 3) flow is blocked at the pipe across from the handle (nearest the stop) but flows in all other directions.

5. Give Guided Practice.

a. Practice using an actual valve:
   (1) using valves distributed to small groups, have them turn the valve handle different directions;
   (2) ask the class to guess which pipes have flow and which are blocked.

b. Practice using diagrams (see Exercises 1-5):
   (1) ask questions listed on each overhead;
   (2) mark the answers agreed upon by the class as a group;
   (3) use the overlay to show the correct answers;
   (4) some exercises show 3-way and 2-way valves together.

6. **Summarize the Thinking Strategy.**

a. Review the strategy with the actual 2-way valve.
   (1) When the handle is in line with the two pipes, the valve is on allowing flow.
   (2) When the handle is not in line with the pipes, the valve is off blocking all flow.

b. Demonstrate flow in a diagram of a 2-way valve (see Figure 3) as compared to a 3-way valve.
   (1) In 2-way valves when the handle is in line with the pipes the valve is open.
   (2) In 2-way valves when the handle is not in line with the pipes the valve is closed.
   (3) In 3-way valves, flow is blocked at the pipe across from the handle (nearest the stop) but flows in all other directions.

7. **Give Applied Practice.**

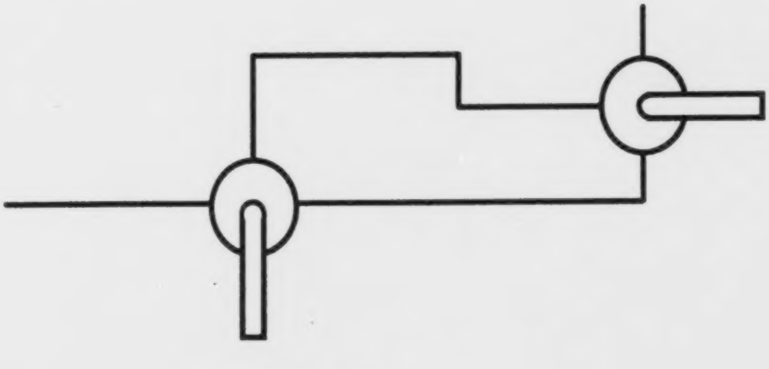
a. Have students try Practice Exercise 1 in small groups during class and go over their answers with them.

b. Have them complete Practice Exercise 2 on their own time.
   (2) Answers can be obtained by coming to the STEP Center during free time.
   (3) The exercises will not be collected or graded; they are strictly for extra practice on an individual basis.

Go With the Flow

Part Three:

Tracing the Flow Through a Production Line



"Go With the Flow"

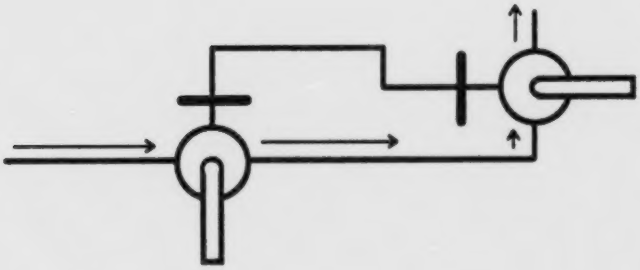
Part Three: Tracing the Flow Through a Production Line

Introduction

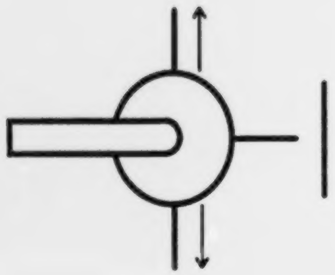
In this training session, first we will quickly review two-way and three-way hand valves. Then we'll trace the flow of product in Line 2 from the milk and oil lines coming out of the wall to the Benhil at the end of the line. We'll look at how the hand valves should be set to control the flow.

After taking this short course, you will be able to:

1. Trace the flow of product through one production line (line 2) from beginning to end.
2. Read and understand diagrams of flow in a production line.
3. Understand how the flow is changed when 2-way and 3-way hand valves are turned.

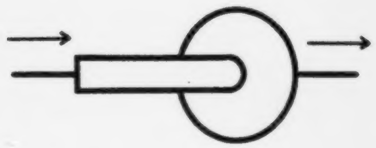


Flow in 2-way and 3-way Valves



3-way

The flow is blocked at the pipe across from the handle; open (product flows) at the other two pipes.



2-way

The valve is open (product flows) when the handle is in line with the pipes; closed (blocked) when the handle is out of line with the pipes.

Tracing the Flow Through Line 2

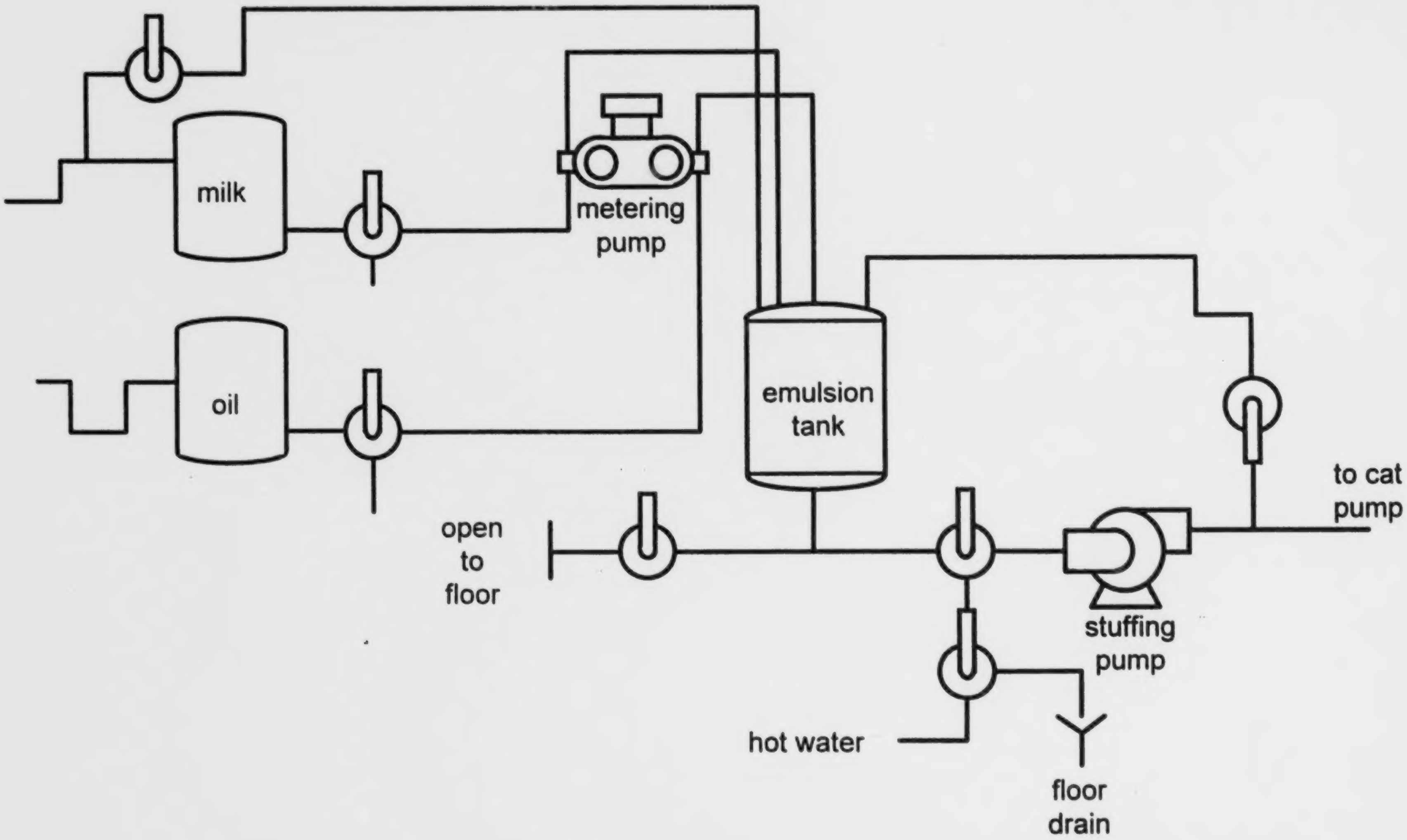
Line 2 Special Equipment

atmospheric vessels: two separate tanks, one full of oil and the other full of milk; the atmospheric vessels keep the pressure from building up too high as oil and milk flow to the emulsion tank (people who worked at the old plant may remember that many production lines had atmospheric vessels at one time).

cat pump: this pump functions in the same way as the triplex pump on other lines except that it is slightly smaller; the "cat" in cat pump is just a brand name.

metering pump: this pump controls the flow of oil and milk from the atmospheric vessels to the emulsion tank; the oil flows through one end and the milk through the other.

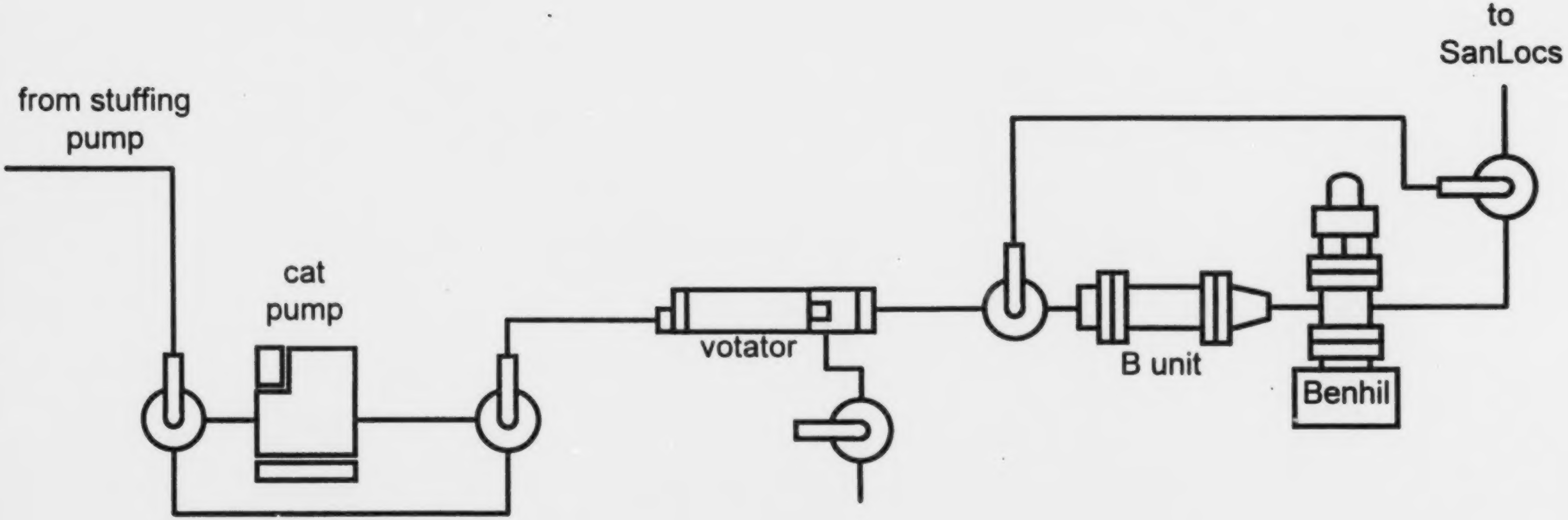
On the following pages, we'll trace the flow through Line 2 as a group.


milk
metering pump
oil
emulsion tank
to cat pump
open to floor
stuffing pump
hot water
floor drain

Line 2, First Part: Wall to Stuffing Pump

497

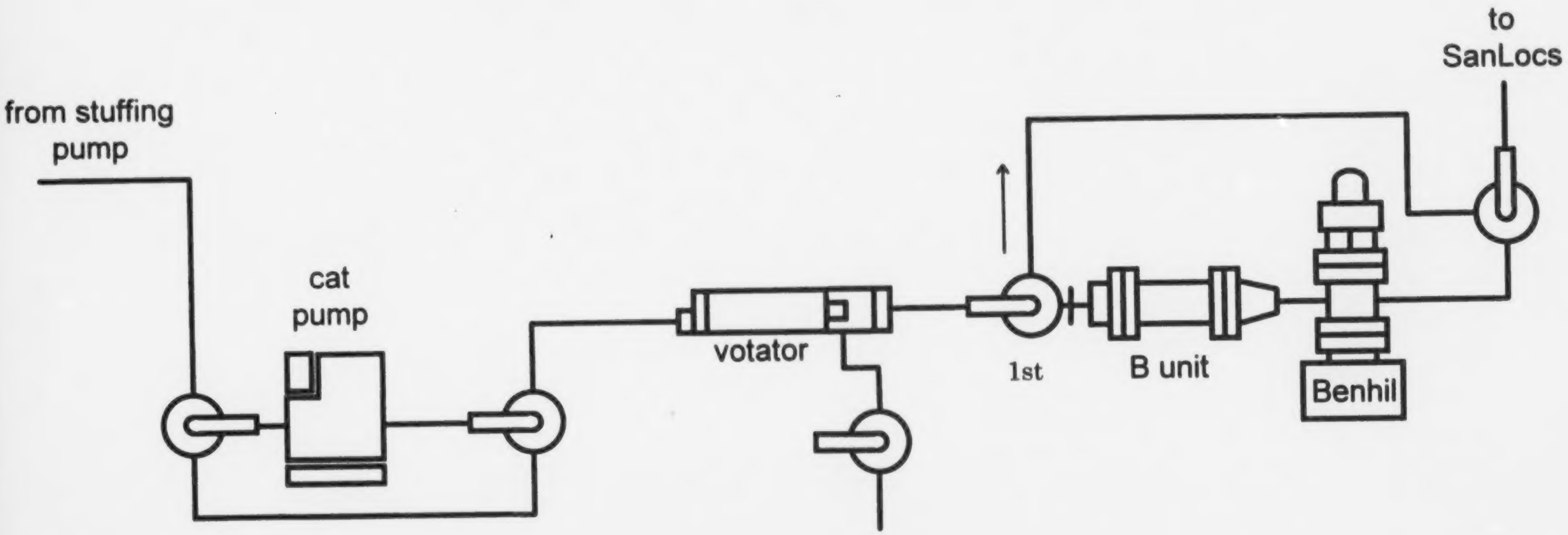
493


from stuffing pump
cat pump
votator
B unit
Benhil
to SanLocs

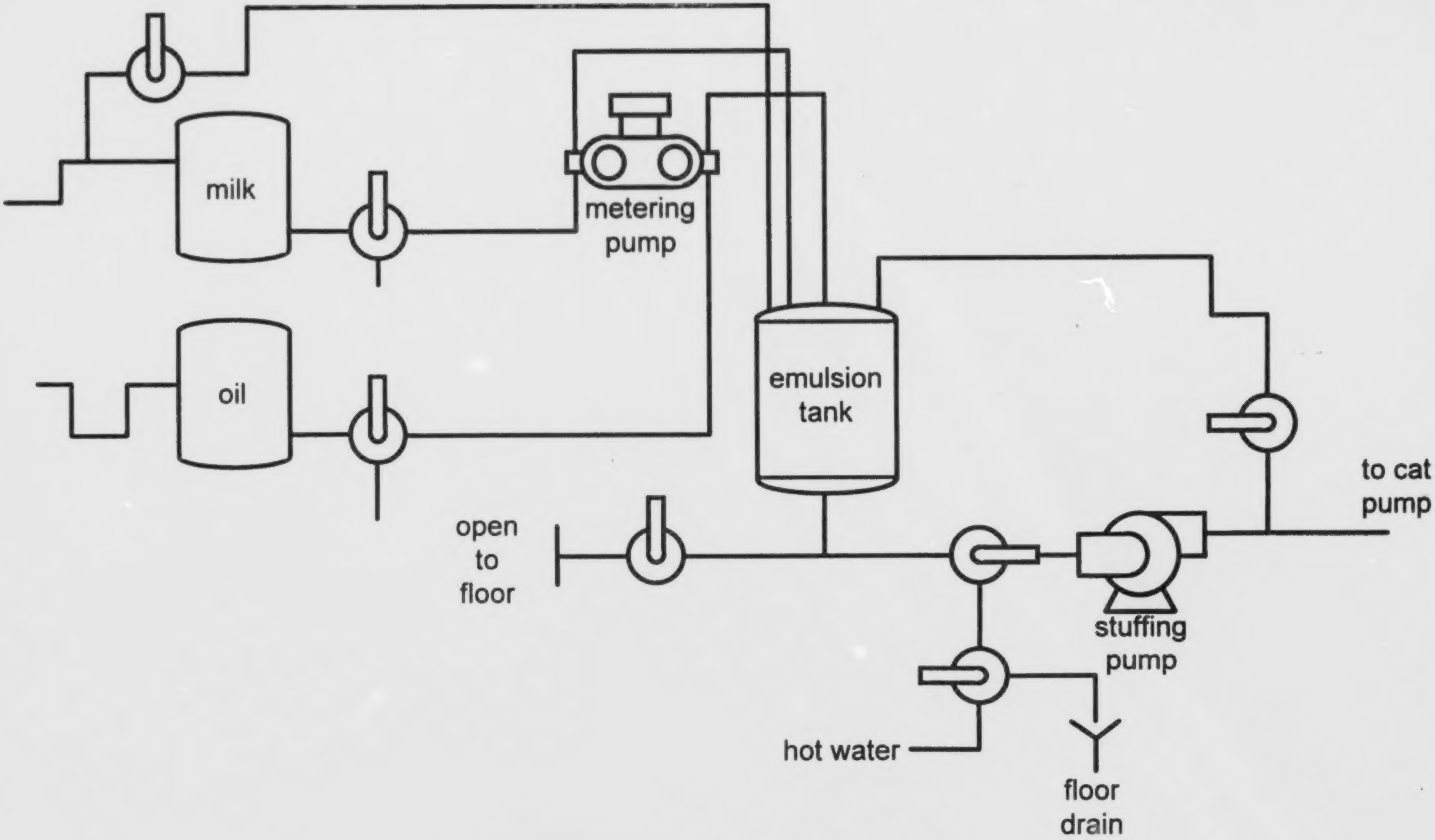
Line 2, Second Part: Cat Pump to Benhil

Try it on your own

Instructions: This diagram shows Line 2 in shutdown mode with the hand valves turned in the proper direction. On the diagram, mark which valve is turned first, second and so on, and use arrows to show the direction of flow. The first valve to be turned is already marked for you.

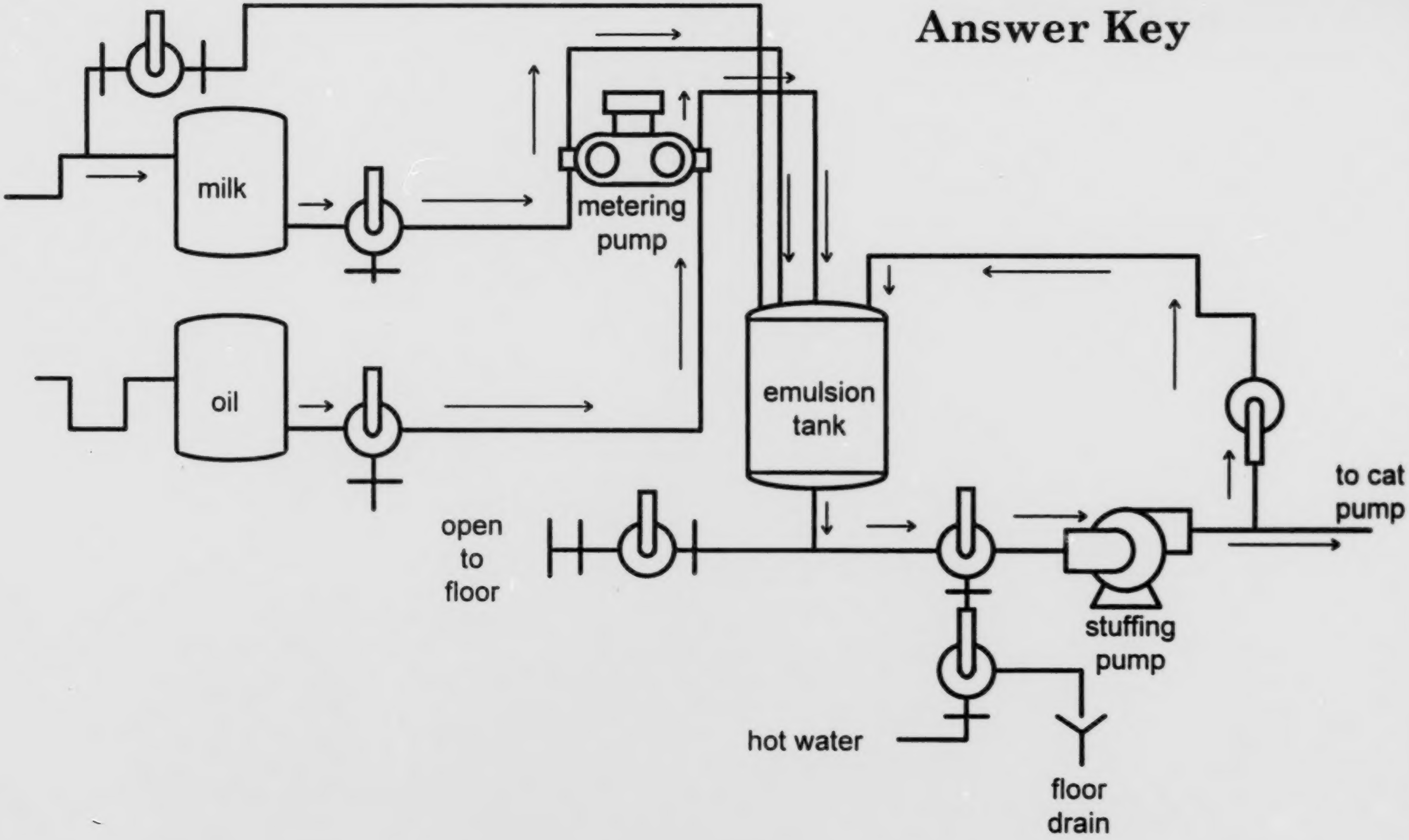

from stuffing pump
cat pump
votator
1st
B unit
Benhil
to SanLocs

Line 2, Shutdown


milk
metering pump
oil
emulsion tank
to cat pump
open to floor
stuffing pump
hot water
floor drain

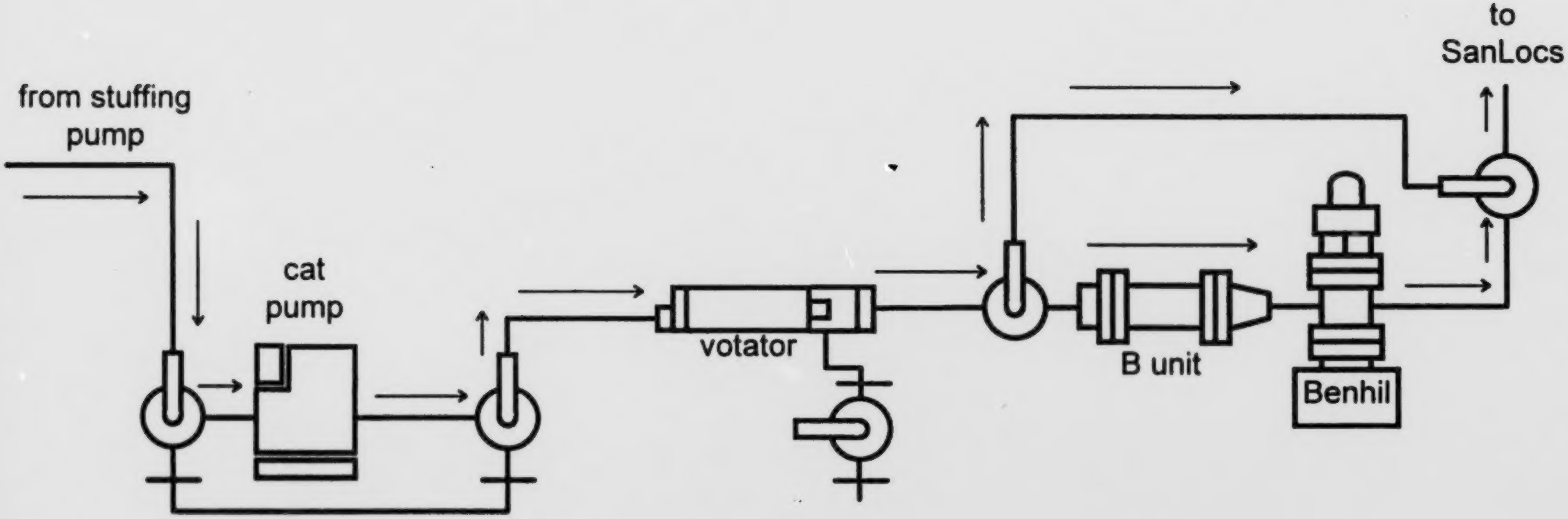
Line 2, Shutdown, continued

Answer Key


milk
metering
pump
oil
emulsion
tank
open
to
floor
to cat
pump
stuffing
pump
hot water
floor
drain

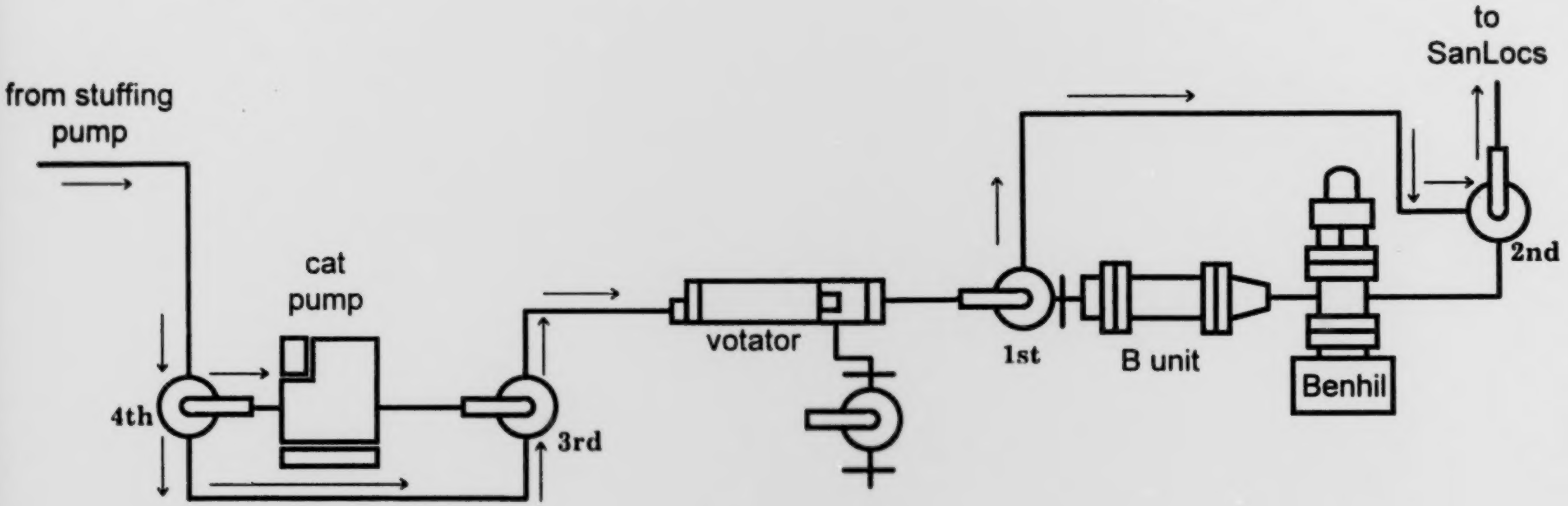
Line 2, First Part: Wall to Stuffing Pump

Answer Key


from stuffing pump
cat pump
votator
B unit
Benhil
to SanLocs

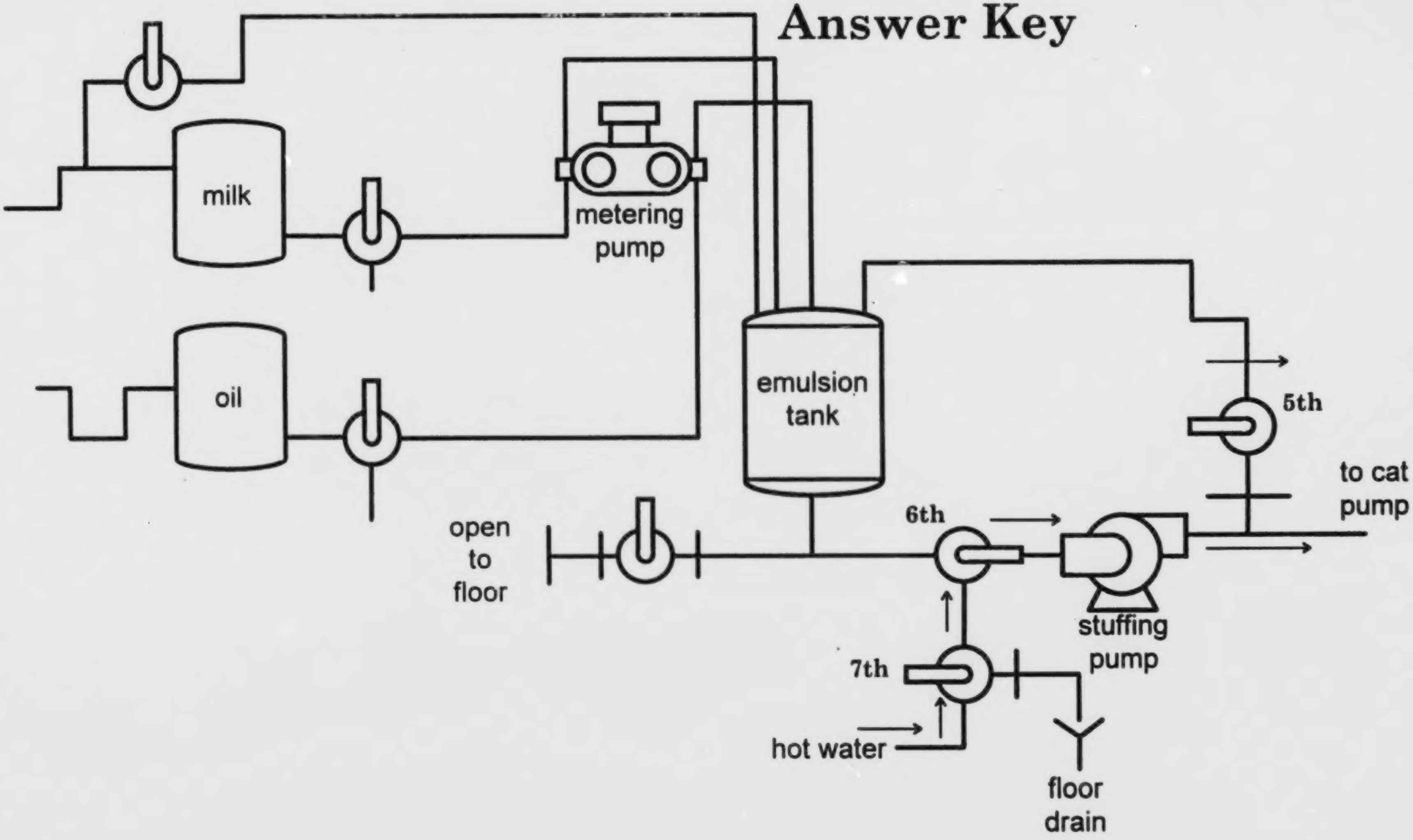
Line 2, Second Part: Cat Pump to Benhil

Answer Key


to
SanLocs
from stuffing
pump
cat
pump
votator
1st
B unit
Benhil
2nd
4th
3rd

Line 2, Shutdown

Answer Key


milk
metering pump
oil
emulsion tank
5th
to cat pump
open to floor
6th
stuffing pump
7th
hot water
floor drain

Line 2, Shutdown, continued

Attachment E – INDIVIDUAL DEVELOPMENT PLAN (IDP)

Individual Development Plan

First Name:
Last Name:
Social Security:

Martial Status: M S
Sex: M F
Race:
DOB:

ADDRESS

Street Address
City:
County of Residence
State -Zip:
Phone:

Hire Date:
Current Department:
Job:
Shift:

Pre Level (quan) '92:
Last Grade Completed:
Pre Level (doc) '92:

Comments
Interests:

STEP Staff Member: Pat

GOALS

Counseling	General Education	Job Related Skills Training

Attachment F – SUPERVISOR RATING

Supervisor Ratings
Participation Agreement

I agree to take part in the Supervisor Ratings portion of the workplace program evaluation. By signing this agreement, I give my permission to have my supervisor rate me on several aspects of my job performance at the beginning and end of my participation in the program.

I understand that these ratings will be used by the STEP Learning Center staff to learn about how well the STEP program is helping employees at Nabisco. These ratings are confidential and will not be shared with anyone from Nabisco Margarine's management including supervisors, personnel managers or any other administrators. They are for use strictly by the STEP staff only, and I will not be informed of my scores. The rating forms will be destroyed when the staff are finished with them.

I have seen a blank copy of the Supervisor Rating forms and I understand how they will be used by the STEP program. By my signature, I agree to participate in the Supervisor Ratings protion of the program evaluation.

(Signature)	(Date)

Supervisor Ratings

Employee ____________________ Date _____________ Supervisor ______________________

Hours in Class ________________ STEP Interviewer ___________________________________

Please rate the employee on a scale of 1-10 for each item below.

Average employee:	5
Above average employee:	8 or higher
Below average employee:	2 or lower

1. Reading Job-Related Materials

May have difficulty reading and understanding forms such as: schedules, checklists, packaging materials, process logs, bills of lading, safety information, operator manuals, etc.	Can usually read and understand forms such as: schedules, checklists, packaging materials, process logs, bills of lading, safety information, operator manuals, etc.	Often reads and understands forms such as: schedules, checklists, packaging materials, process logs, bills of lading, safety information, MMI screens, machine gauges, operator manuals, etc.; may even suggest improvements to forms.

1	2	3	4	5	6	7	8	9	10

2. Completing Job-Related Paperwork

Sometimes doesn't fill out forms correctly such as: P.O.s, pallet tickets, process logs, inspection forms, etc.; often avoids using job-related terms; may not give enough information when describing problems in the "Remarks" section of logs and checklists; writing is sometimes difficult to understand.	Usually fills out forms correctly such as: P.O.s, pallet tickets, process logs, inspection forms, etc., usually uses job-related terms correctly; describes problems in the "Remarks" section of logs and checklists; writing is usually understandable.	Often fills out forms correctly such as: P.O.s, pallet tickets, process logs, inspection forms, etc.; always uses correct job-related terms; often describes problems in the "Remarks" section of logs and checklists accurately;writing is clear and concise.

1	2	3	4	5	6	7	8	9	10

3. Interpersonal Communication

Sometimes doesn't use job-related terminology when speaking with supervisors and co-workers; sometimes has difficulty carrying out instructions; may have difficulty explaining problems; sometimes has difficulty understanding questions and answering them clearly.	Usually uses correct job-related terminology when speaking with supervisors and co-workers; usually carries out instructions correctly making only occasional mistakes; usually able to explain problems; understands and answers questions adequately.	Often uses correct job-related terminology when speaking with supervisors and co-workers; acknowledges instructions and carries them out correctly; explains problems clearly suggesting possible solutions; answers questions clearly most of the time.

1 2 3 4 5 6 7 8 9 10

4. Problem Solving

Requires some close supervision; may have difficulty solving problems such as: partial shipments, poor product wrap/appearance/weight, equipment breakdowns, wasted product, etc.; may not report problems promptly; may not try to solve problems.	Usually able to work without supervision; usually able to solve problems such as: partial shipments, poor product wrap/appearance/weight, equipment breakdowns, wasted product, etc.; usually reports problems promptly; may attempt to solve problems.	Often able to work without supervision; often able to solve problems such as: partial shipments, poor product wrap/appearance/weight, equipment breakdowns, wasted product, etc.; reports problems promptly and describes at what point in the process a fault occurred; usually follows a logical problem-solving process.

1 2 3 4 5 6 7 8 9 10

5. Safety

May not always follow safety guidelines such as lockout/tagout procedures or sanitation rules; does not always wear appropriate safety gear; sometimes reacts inappropriately to emergency situations.	Usually follows safety guidelines such as lockout/tagout procedures or sanitation rules; usually wears appropriate safety gear; reacts appropriately to emergency situations some of the time.	Follows safety guidelines consistently such as lockout/tagout procedures or sanitation rules; wears appropriate safety gear most of the time; reacts appropriately to emergency situations.

1 2 3 4 5 6 7 8 9 10

6. MMI Screens/Machine Gauges

May have difficulty reading gauges and recording readings; sometimes has difficulty using screen and keyboard functions on the MMI system; may not respond to faults; has difficulty operating equipment in manual mode and performing emergency shutdowns.	Usually able to read gauges and to record readings with only occasional mistakes; can use most screen and keyboard functions on the MMI system; usually responds appropriately to faults; can operate equipment in manual mode; can usually perform emergency shutdowns.	Often reads gauges and records readings accurately; understands the MMI system, and can use all screens and keyboard functions; responds appropriately to faults; is comfortable operating equipment in manual mode; can perform emergency shutdowns.

1 2 3 4 5 6 7 8 9 10

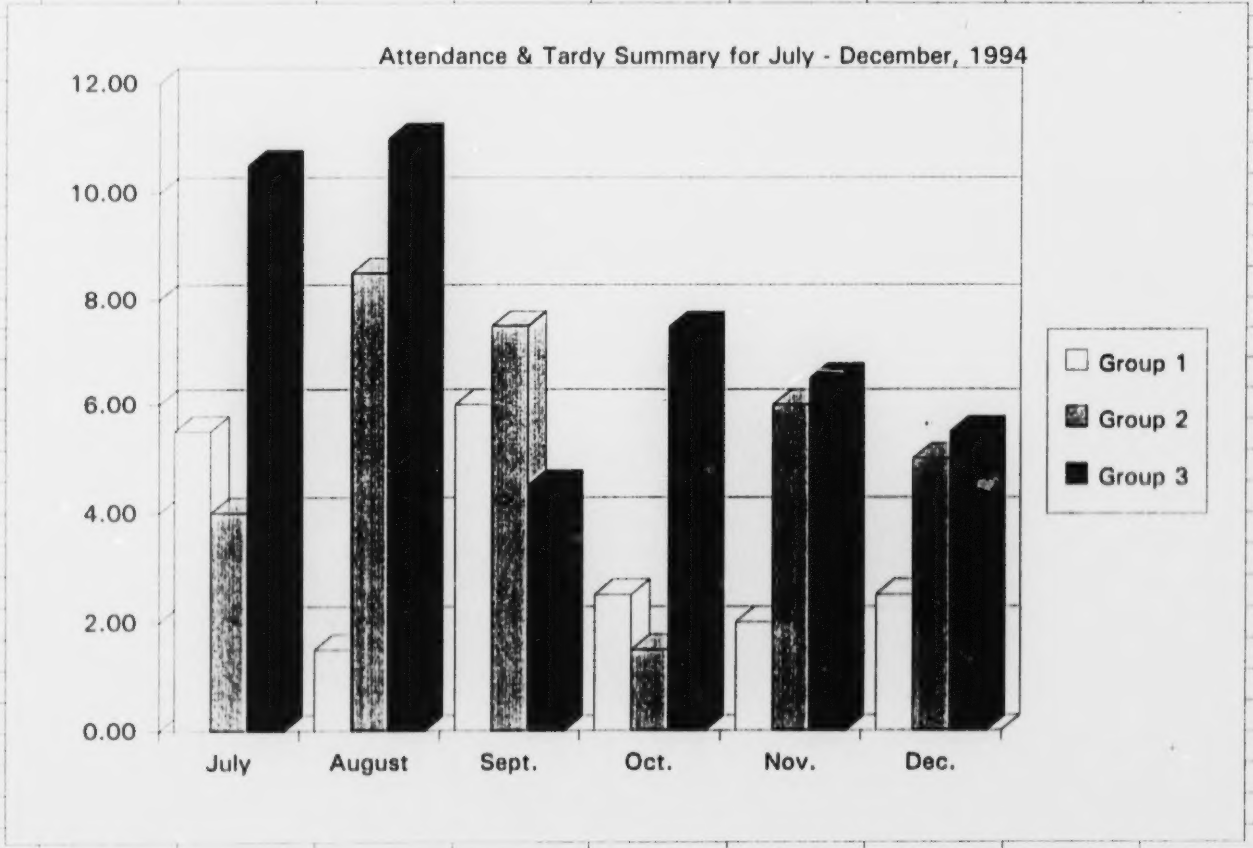
7. Computation

Sometimes has difficulty understanding job-related computation such as: calculating and balancing weights when loading trucks, ratios and percentages of milk/oil used in recipes, percentages in mass flow rates, etc.	Can usually understand job-related computation such as: calculating and balancing weights when loading trucks, ratios and percentages of milk/oil used in recipes, percentages in mass flow rates, etc.	Often understands job-related computation such as: calculating and balancing weights when loading trucks, ratios and percentages of milk/oil used in recipes, percentages in mass flow rates, etc.

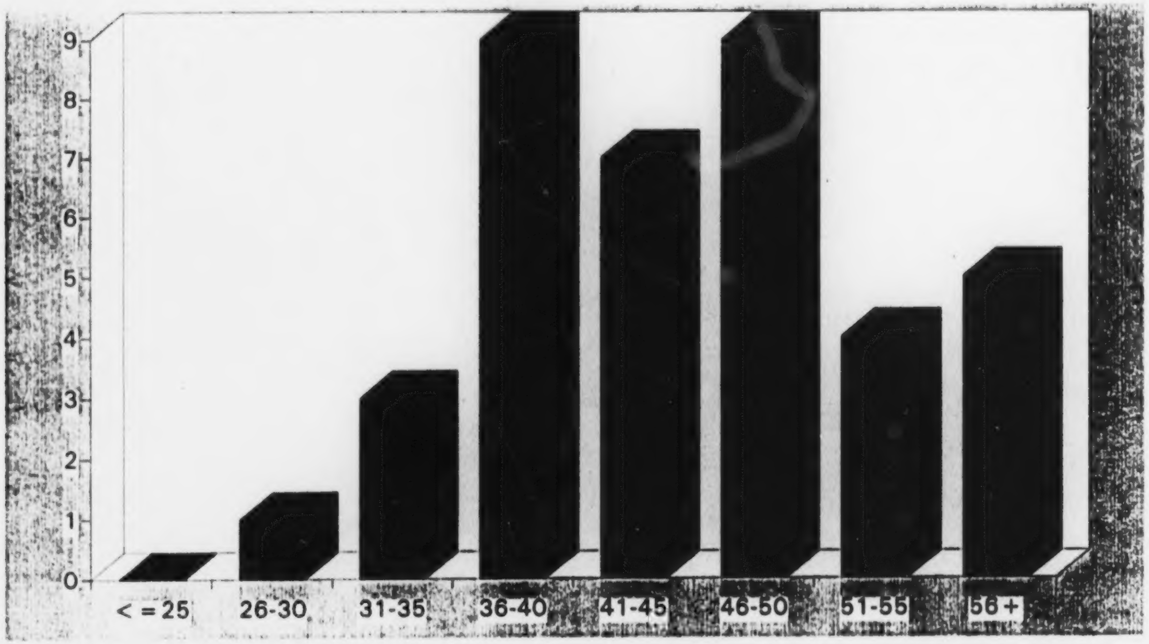
1 2 3 4 5 6 7 8 9 10

Attachment G – POST ASSESSMENT SAMPLE DATA

Attendance & Tardy Summary			July 1994 - December 1994						
	Range	July	August	Sept.	Oct.	Nov.	Dec.	Total	Average
Group 1	>14.25 hours	5.50	1.50	6.00	2.50	2.00	2.50	20.00	3.333333
Group 2	2.0 - 14.25 hours	4	8.5	7.5	1.5	6	5	32.50	5.416667
Group 3	< 2.0 hours	10.5	11	4.5	7.5	6.5	5.5	45.50	7.583333

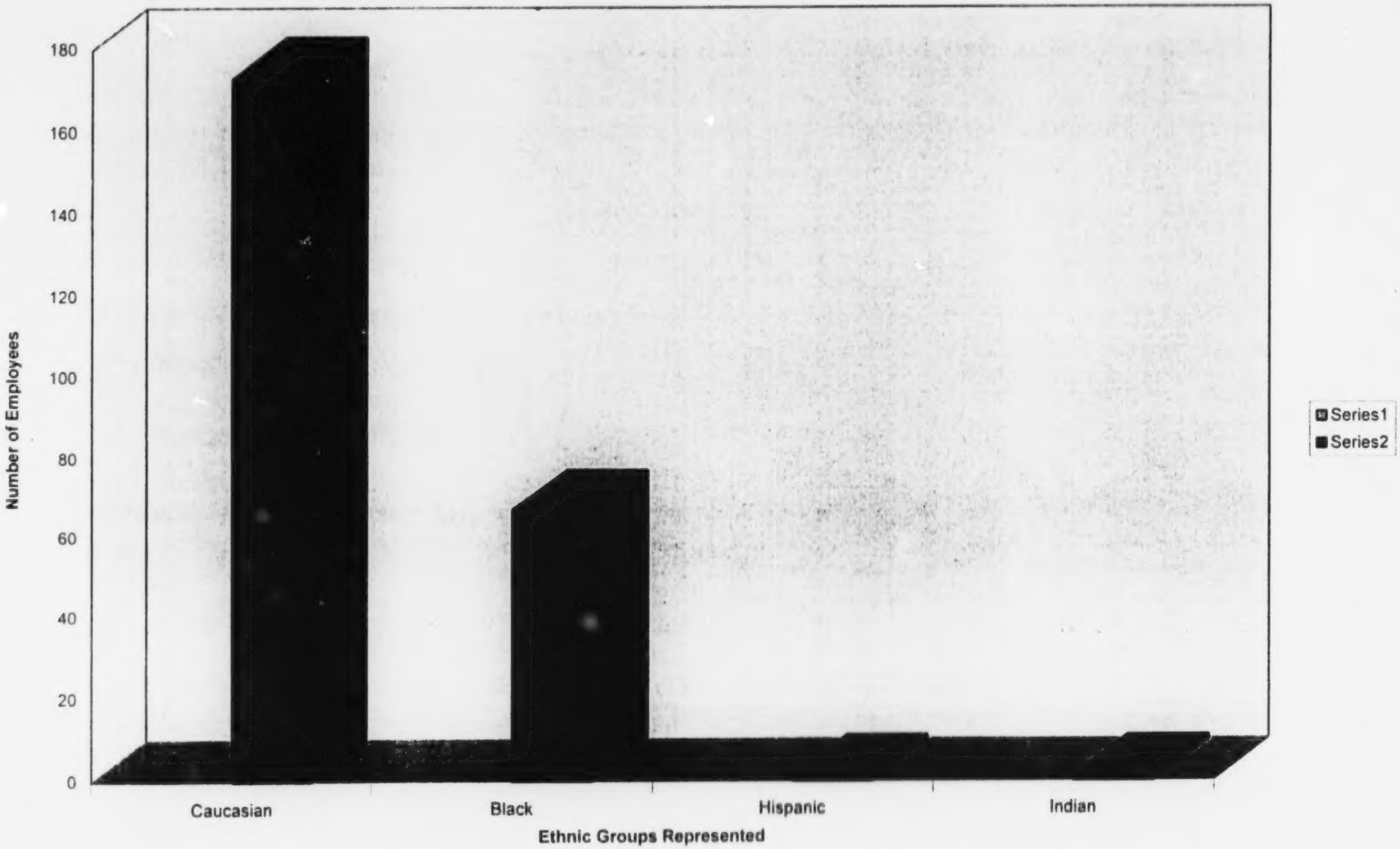


TALS TESTING DATA		
		1995
Sample Population of 30	< = 25	0
Age Ranges for Sample	26-30	1
	31-35	3
	36-40	9
	41-45	7
	46-50	9
	51-55	4
	56 +	5

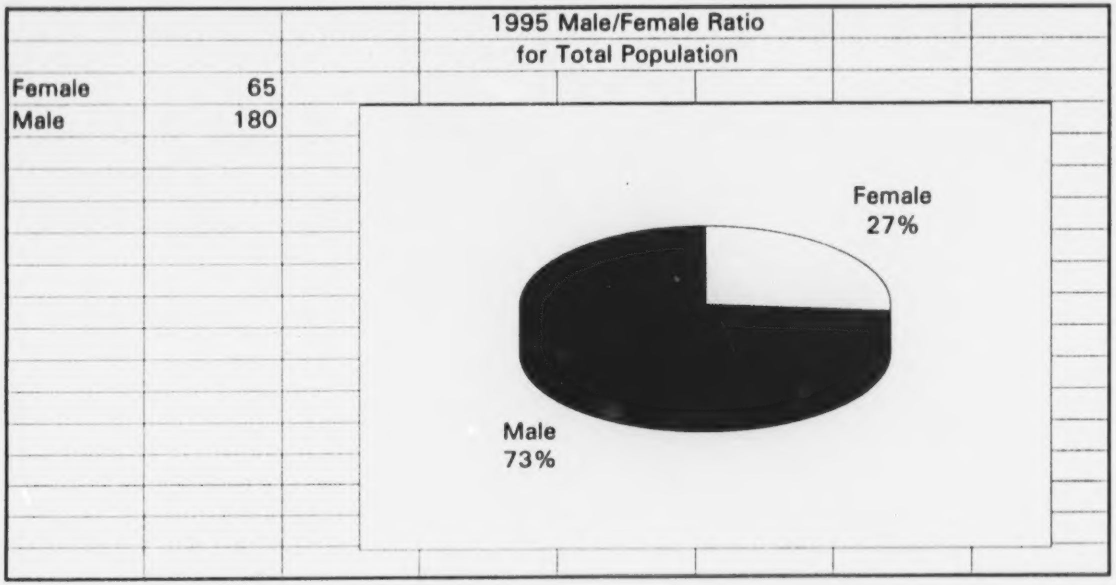


Attachment H – PARTICIPANT DEMGRAPHIC DATA

Ethnic Distribution of Population - May 1995



BEST COPY AVAILABLE



1995 Male/Female Ratio
for Total Population

Female	65
Male	180

Female
27%
Male
73%

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Attachment I – COURSE RATING

Course Rating Survey

We would like your opinion on this course. Please circle one number for each of the questions below to show how you would rate each item. You don't have to put your name on it. The forms will be collected as you leave.

Example:

I love country music 5 [✓ 4] 3 2 1 I hate country music

How would you rate this course?

1. Very interesting to me 5 4 3 2 1 Boring to me
2. Very useful to me on my job 5 4 3 2 1 Totally useless to me on my job
3. Very easy for me 5 4 3 2 1 Very difficult for me

How would you rate the instructor?

4. Very interesting to me 5 4 3 2 1 Boring to me
5. Easy to hear 5 4 3 2 1 Could not hear at all
6. Very easy to understand 5 4 3 2 1 Very difficult to understand

How would you rate the written materials?

7. Very easy to read 5 4 3 2 1 Very difficult to read

Attachment J – EMPLOYEE INTEREST SURVEY

STEP Interests Survey

The STEP Learning Center staff is planning training for the near future, and we would like to be sure that courses we offer would be useful to you. Please take a few moments to complete this survey so that we know what your interests are.

Listed below are several courses that may be offered some time during the next few months. Please place a check (✓) next to the top 3 courses that interest you the most. Be sure to check only 3.

13 𝍸 𝍸 ||| **Pay Stubs.** How to read and understand the information on your pay stub. This course will answer such questions about your pay as, "How can I be sure I'm being paid the correct amount for overtime hours," and "How do I know if payroll deductions are for the correct amounts?"

||||

19 𝍸 𝍸 𝍸 **Using Calculators.** A calculator can be a handy tool for everything from balancing your checkbook to solving math problems on the job. In this course, we'll teach you to use a calculator and feel confident that you're coming up with the correct answers.

||||

14 𝍸 𝍸 **MSDS Safety Sheets.** MSDS safety sheets contain important information about how to treat burns and other injuries caused by chemicals. This course will help you read the safety information contained in MSDS safety sheets and know what to do in an emergency.

𝍸 𝍸

20 𝍸 𝍸 **Medical Insurance and HMO Forms.** Medical insurance claim forms can be difficult to read. In this course, we'll help you understand the insurance brochures and other paperwork such as claim forms and billing statements.

5 𝍸 **Time Cards.** How to fill out your time card so that you're paid correctly. After taking this course, you'll know that you're being paid at the correct rate for any overtime hours you've worked or for different job classifications.

9 𝍸 |||| **Process Logs.** This course will teach you how to fill out the Remarks Section of the Process Log completely. For example, we'll help you describe problems accurately and explain how they were fixed.

Suggestions? Please list them below.

donot need |||| Speed reading |

typing |

Please sign your name if you wish to be contacted about these classes.

`C:\ASTEP\JULIE\EXERCISE\MISC\COURSE.SUR`

46 returned 11 blank

Results of STEP Interests Survey

STEP Interest Surveys asked supervisors to have the employees fill the Survey out during the shift meeting. 47 of the surveys were returned. 11 surveys were left blank. Four employees wrote that they did not need those classes. One asked for a speed writing class and one asked for a typing class. The tally of responses is as follows:

Courses	Responses
Pay Stubs	13
Using Calculators	19
MSDS Safety Sheets	14
Medical Insurance and HMO Forms	20
Time Cards	5
Process Logs	9

C:\ASTEP\SURVRES.DOC

Attachment K – SAMPLE GROUP DATA

TALS Pre- and Post- Assessment Comparison on Document Literacy and Quantative

Clock #	Doc Pre - Scale	Doc Post - Scale	Doc % Change	Quant Pre Scale	Quant Post Scale	Quant % Change	Sort Field
61	200	200	0%	210	210	0%	1
16	230	230	0%	260	260	0%	1
54	260	300	15%	270	260	-4%	1
136	230	230	0%	240	240	0%	1
182	250	290	16%	260	260	0%	1
235	240	240	0%	270	270	0%	1
57	270	270	0%	290	290	0%	1
257	270	270	0%	320	320	0%	1
294	250	250	0%	290	290	0%	1
300	270	290	7%	280	270	-4%	1
279	320	280	-13%	290	350	21%	1
70	320	350	9%	390	360	-8%	1
292	350	290	-17%	320	280	-13%	1
15	350	350	0%	350	350	0%	1
59	270	270	0%	260	260	0%	2
65	230	320	39%	230	270	17%	2
85	260	260	0%	300	300	0%	2
222	250	250	0%	290	290	0%	2
242	250	280	12%	300	300	0%	2
82	300	300	0%	300	300	0%	2
69	210	210	0%	250	270	8%	3
91	250	250	0%	290	290	0%	3
288	280	300	7%	270	300	11%	3
37	290	290	0%	280	280	0%	3
52	320	350	9%	330	360	9%	3
32	340	340	0%	370	370	0%	3
183	340	340	0%	340	340	0%	3
207	350	350	0%	330	330	0%	3
42	370	370	0%	390	390	0%	3
151	350	390	11%	390	410	5%	3
Total	8470.00	8710.00		8960.00	9070.00		
%		2.83%	3.25%		1.23%	1.46%	

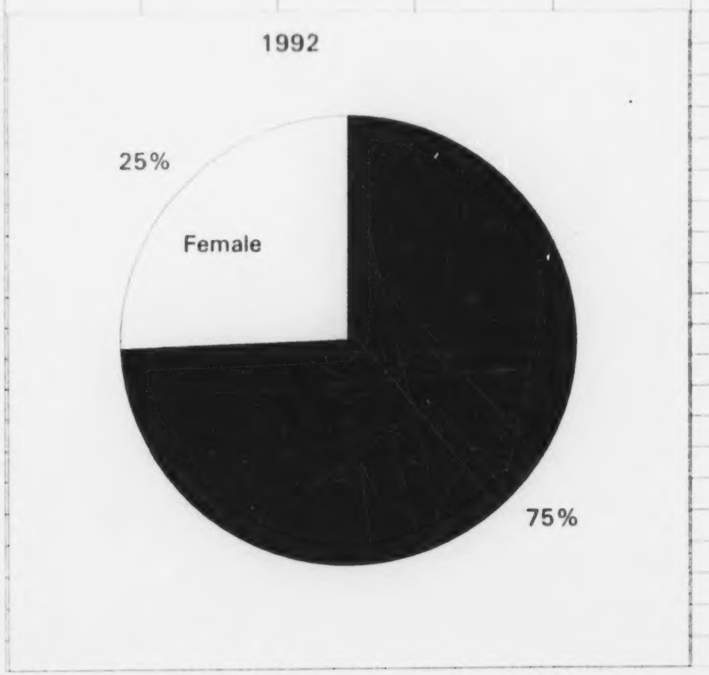
TALS Pre- Post Comparison Sub-Groups

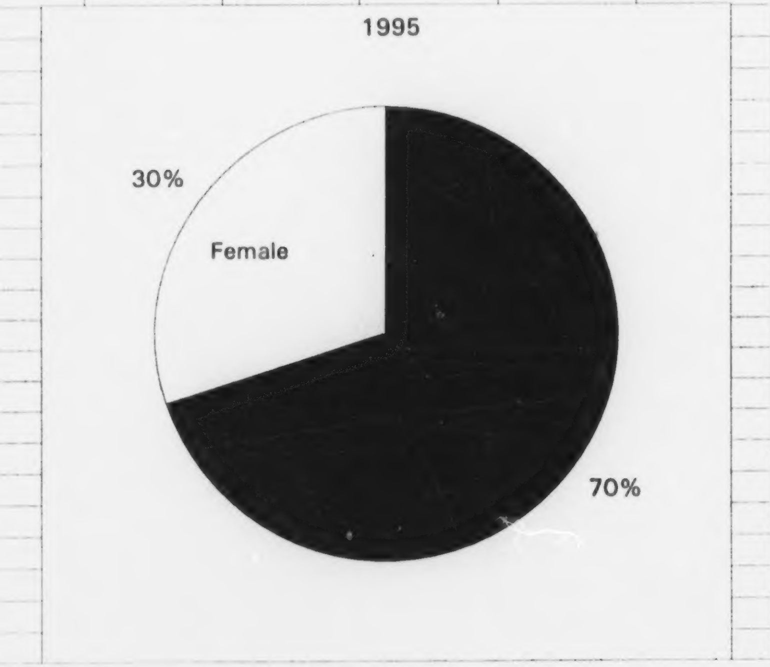
	Nov-92	May-95		Nov-92	May-95		
Clock #	Doc Pre - Scale	Doc Post - Scale	Doc % Change	Quant Pre Scale	Quant Post Scale	Quant % Change	Sort Field
15	350	350	0%	350	350	0%	1
16	230	230	0%	260	260	0%	1
54	260	300	15%	270	260	-4%	1
57	270	270	0%	290	290	0%	1
61	200	200	0%	210	210	0%	1
70	320	350	9%	390	360	-8%	1
136	230	230	0%	240	240	0%	1
182	250	290	16%	260	260	0%	1
235	240	240	0%	270	270	0%	1
257	270	270	0%	320	320	0%	1
279	320	280	-13%	290	350	21%	1
292	350	290	-17%	320	280	-13%	1
294	250	250	0%	290	290	0%	1
300	270	290	7%	280	270	-4%	1
Total	272.14	274.29		288.57	286.43		
%		0.79%	1.32%		-0.74%	-0.48%	
Clock #	Doc Pre - Scale	Doc Post - Scale	Doc % Change	Quant Pre Scale	Quant Post Scale	Quant % Change	Sort Field
59	270	270	0%	260	260	0%	2
65	230	320	39%	230	270	17%	2
82	300	300	0%	300	300	0%	2
85	260	260	0%	300	300	0%	2
222	250	250	0%	290	290	0%	2
242	250	280	12%	300	300	0%	2
Total	260.00	280.00		280.00	286.67		
%		7.69%	8.52%		2.38%	3%	
Clock #	Doc Pre - Scale	Doc Post - Scale	Doc % Change	Quant Pre Scale	Quant Post Scale	Quant % Change	Sort Field
32	340	340	0%	370	370	0%	3
37	290	290	0%	280	280	0%	3
42	370	370	0%	390	390	0%	3
52	320	350	9%	330	360	8%	3
69	210	210	0%	250	270	7%	3
91	250	250	0%	290	290	0%	3
151	350	390	11%	390	410	5%	3
183	340	340	0%	340	340	0%	3
207	350	350	0%	330	330	0%	3
288	280	300	2%	270	300	10%	3
	310.00	319.00		324.00	334.00		
		2.90%	2.29%		3.09%	3.06%	

TALSSEX.XLS

TALS TESTING DATA

	Entire Plant Population	Sample Population
	1992	1995
Male	100	21
Female	34	9





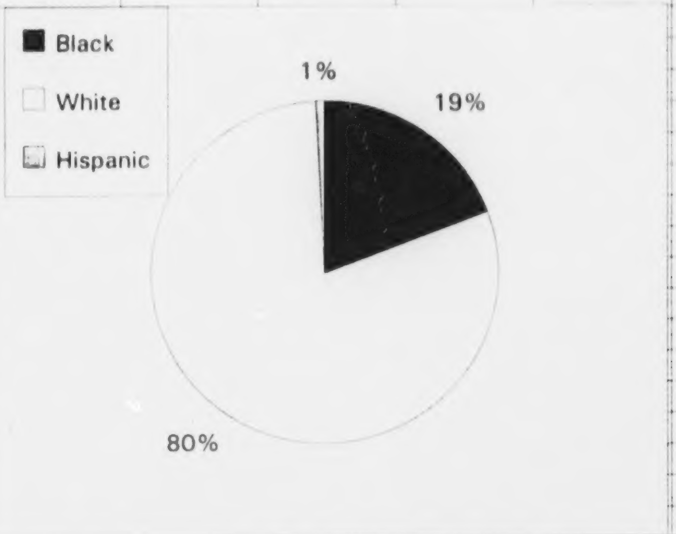
TALS TESTING DATA

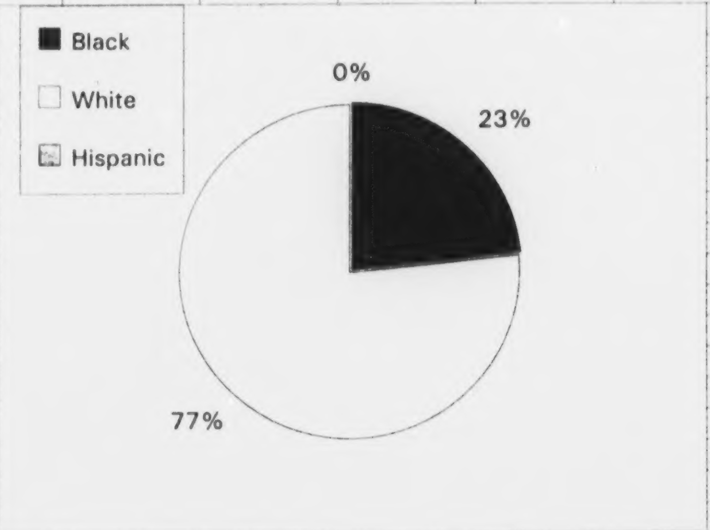
Entire Plant Population (N = 134)

	1992
Black	26
White	107
Hispanic	1

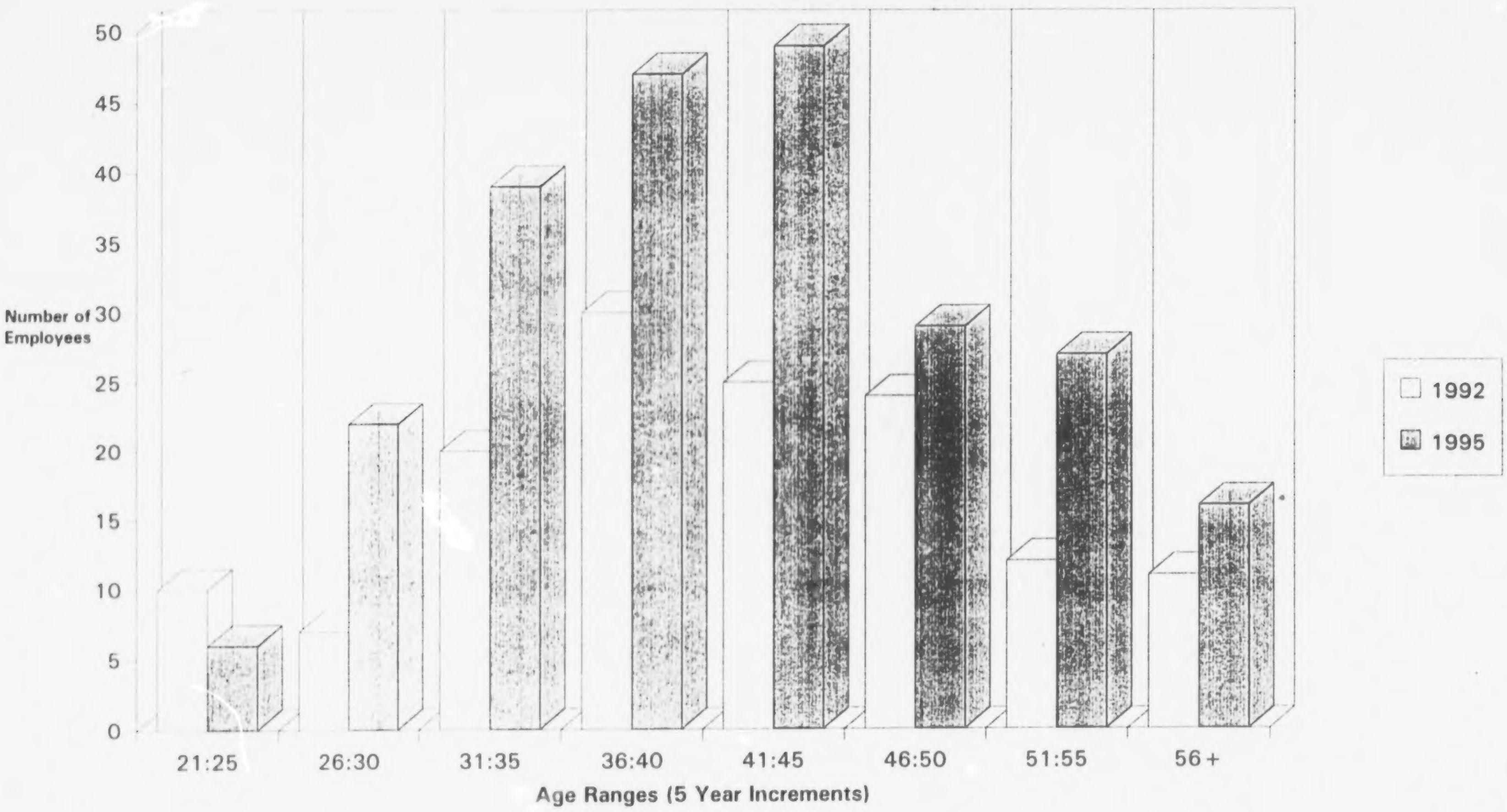
Sample Population (N = 30)

	1995
Black	7
White	23
Hispanic	0

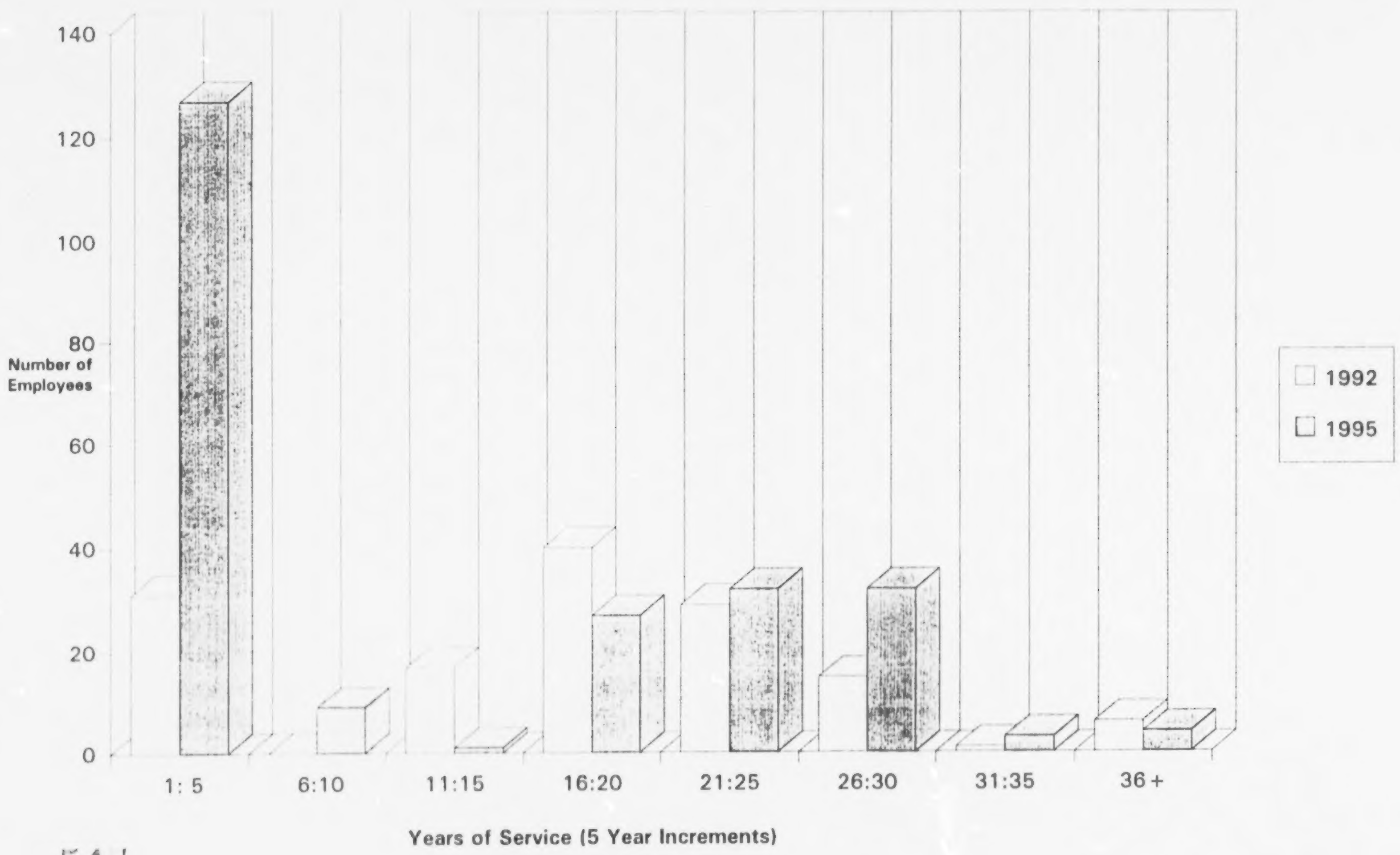




NABISCO EMPLOYEE AGES - 1992 & 1995



NABISCO SENIORITY - 1992 & 1995



Attachment L – ASSESSMENTS

(Read and understand symbols and codes)

Match each word with its symbol.

1. 6 feet ________
2. divide ________
3. equals ________
4. cents ________
5. add ________
6. 2 inches ________
7. percent ________
8. subtract ________
9. dollar ________
10. multiply ________
11. 4 degrees ________
12. number three ________

A. +
B. $
C. #3
D. 6'
E. %
F. X
G. ¢
H. 4°
I. =
J. ÷
K. 2"
L. –

C:\ASTEP\PAT\TESTQUE\SYMBOLS.DOC

Directions: Look at each pair of numbers below. Decide whether the number on the left is greater than, less than, or equal to the number on the right.

1. 2.1 is
   a) greater than 1.1
   b) less than
   c) equal to

2. 0.2 is
   a) greater than 1.2
   b) less than
   c) equal to

3. 16.3 is
   a) greater than 16.1
   b) less than
   c) equal to

4. .2 is
   a) greater than .9
   b) less than
   c) equal to

5. 120.2 is
   a) greater than 117.0
   b) less than
   c) equal to

6. 125.9 is
   a) greater than 135.9
   b) less than
   c) equal to

7. 454.7 is
   a) greater than 453.9
   b) less than
   c) equal to

8. 319.2 is
   a) greater than 19.2
   b) less than
   c) equal to

9. 10.0 is
   a) greater than 10
   b) less than
   c) equal to

10. 11.8 is
    a) greater than 1.9
    b) less than
    c) equal to

decrange.doc

Answer Key

Directions: Look at each pair of numbers below. Decide whether the number on the left is greater than, less than, or equal to the number on the right.

1. 2.1 is [✓ a)] greater than 1.1
b) less than
c) equal to

2. 0.2 is a) greater than 1.2
[✓ b)] less than
c) equal to

3. 16.3 is [✓ a)] greater than 16.1
b) less than
c) equal to

4. .2 is a) greater than .9
[✓ b)] less than
c) equal to

5. 120.2 is [✓ a)] greater than 117.0
b) less than
c) equal to

6. 125.9 is a) greater than 135.9
[✓ b)] less than
c) equal to

7. 454.7 is [✓ a)] greater than 453.9
b) less than
c) equal to

8. 319.2 is [✓ a)] greater than 19.2
b) less than
c) equal to

9. 10.0 is a) greater than 10
b) less than
[✓ c)] equal to

10. 11.8 is a) greater than 1.9
[✓ b)] less than

decrange.doc

c) equal to

Directions: In the chart below, the column on the far left indicates the time in half hour blocks. The middle column is used to record the weight of all large widgets, and the right hand column is for recording the weight of all small widgets. At the top of each column is a pair of numbers indicating the acceptable range for the weight of each widget. Each widget must fall within its stated range.

1. For each pair of numbers in the exercises below, record the weight of the large and the small widget in the appropriate blank.

2. Then, go back and circle any weights that fall above or below the range stated at the top of each column.

Time	Weight of Large Widget 115 to 120 grams	Weight of Small Widget 45 to 50 grams
7:00		
8:00		
9:00		
10:00		
11:00		
12:00		
1:00		
2:00		
3:00		

1. Weight of large widget: 115 grams
Weight of small widget: 45 grams
Time: 8:00

2. Weight of large widget: 114 grams
Weight of small widget: 46 grams
Time: 9:30

3. Weight of large widget: 116 grams
Weight of small widget: 47 grams
Time: 10:00

4. Weight of large widget: 120 grams
Weight of small widget: 49 grams
Time: 11:00

5. Weight of large widget: 121 grams
Weight of small widget: 47 grams
Time: 11:30

6. Weight of large widget: 118 grams
Weight of small widget: 51 grams
Time: 12:30

7. Weight of large widget: 119 grams
Weight of small widget: 52 grams
Time: 1:00

8. Weight of large widget: 117 grams
Weight of small widget: 49 grams
Time: 1:30

9. Weight of large widget: 116 grams
Weight of small widget: 50 grams
Time: 2:00

10. Weight of large widget: 114 grams
Weight of small widget: 45 grams
Time: 3:00

Recording Numbers on a Chart and Comparing Values to a Range
Answer Key

Rationale: As part of the votator job, employees will be asked to record numbers on charts such as the Process Log. In addition, they must distinguish whether the numbers they're recording fall within acceptable specifications. This exercise is intended to test the ability to read and write numbers to complete a form, and to distinguish whether these numbers fall within a stated range.

Literacy Skills:

1. Write and tell time using a clock.
2. Transfer or copy exact data from other sources onto appropriate section of a form.
3. Read and write numbers or symbols from time, weight, distance, temperature and volume measuring scales.
4. Follow very specific step-by-step directions and procedures to perform a sequence of tasks.
5. Locate the space on a form to enter data.
6. Read, write and count single and multiple digit whole numbers to complete a task or subtask.
7. Locate and extract information from an intersection of a row-by-column table or chart.
8. Compare a measurement from time, weight, distance, temperature or volume measuring scales to a stated range of values.

Answer Key

Directions: In the chart below, the column on the far left indicates the time in half hour blocks. The middle column is used to record the weight of all large widgets, and the right hand column is for recording the weight of all small widgets. At the top of each column is a pair of numbers indicating the acceptable range for the weight of each widget. Each widget must fall within its stated range.

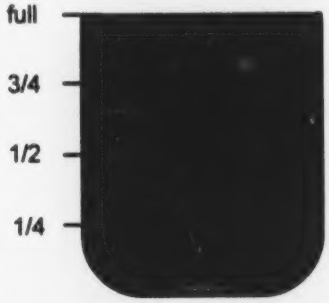
1. For each pair of numbers in the exercises below, record the weight of the large and the small widget in the appropriate blank.

2. Then, go back and circle any weights that fall above or below the range stated at the top of each column.

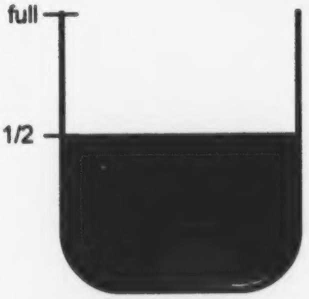
Time	Weight of Large Widget 115 to 120 grams	Weight of Small Widget 45 to 50 grams
7:00		
8:00	115 g	45 g
9:00		
	114 g	46 g
10:00	116 g	47 g
11:00	120 g	49 g
	121 g	47 g
12:00		
	118 g	51 g
1:00	119 g	52 g
	117 g	49 g
2:00	116 g	50 g
3:00	114 g	45 g

Directions: **Look at each of the containers filled with liquid below. The shaded area shows the level of liquid. For each item, circle the letter that best describes how full the container is.**

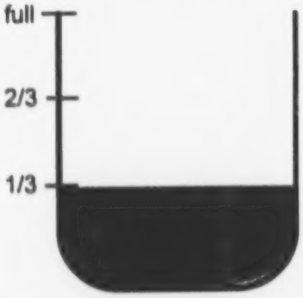
1. How full is the container?
a) 50%
b) 10%
c) 25%
d) 100%



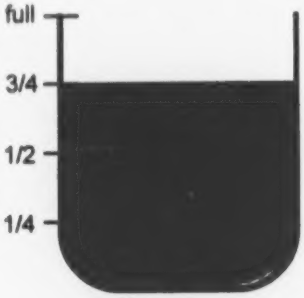
2. How full is the container?
   a) 33.33%
   b) 50%
   c) 75%
   d) 10%



3. How full is the container?
   a) 33.33%
   b) 50%
   c) 75%
   d) 100%

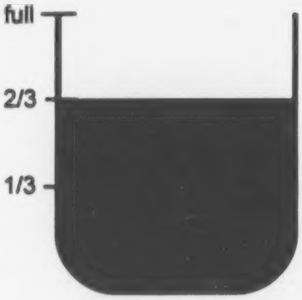


4. How full is the container?
   a) 0%
   b) 25%
   c) 75%
   d) 20%

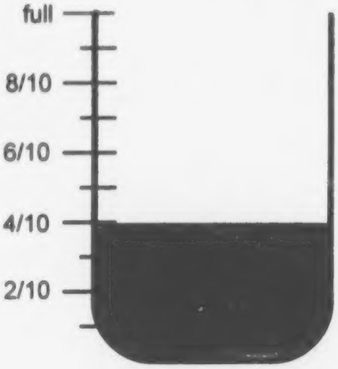


percent.doc

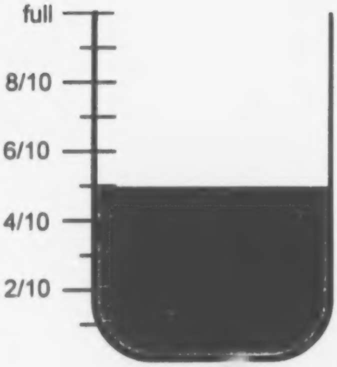
5. How full is the container?
   a) 100%
   b) 75%
   c) 50%
   d) 66.66%



6. How full is the container ?
   a) 25%
   b) 40%
   c) 80%
   d) 50%


full
8/10
6/10
4/10
2/10

7. How full is the container ?
   a) 100%
   b) 50%
   c) 10%
   d) 70%


full
8/10
6/10
4/10
2/10

Recognizing the Relative Values of Percents and Fractions

Answer Key

Rationale: Many production jobs require a basic knowledge of percents as they relate to common fractions. For example, some operators must check the level in the emulsion tank to determine visually whether it matches the reading on the MMI computer system. This exercise asks them to judge the level of liquid in a container and convert this fraction to a percent.

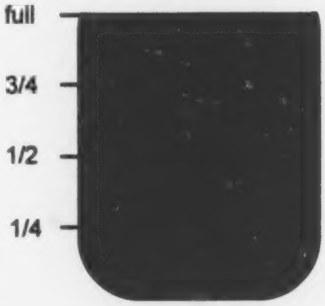
Literacy Skills:

1. Read, write and compute percents to complete a task or subtask.
2. Convert percents to decimals or fractions and decimals to fractions or percents.

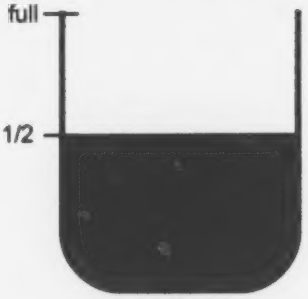
Answer Key

Directions: Look at each of the containers filled with liquid below. The shaded area shows the level of liquid. For each item, circle the letter that best describes how full the container is.

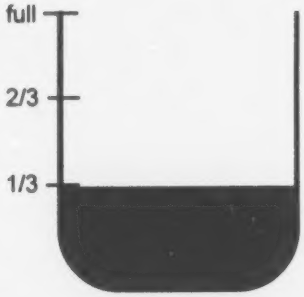
1. How full is the container?
a) 50%
b) 10%
c) 25%
[✓ d)] 100%



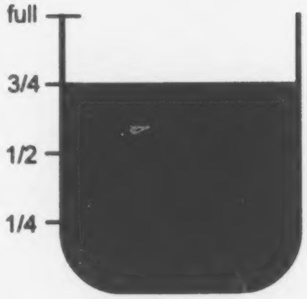
2. How full is the container?
a) 33.33%
[✓ b)] 50%
c) 75%
d) 10%



3. How full is the container?
[✓ a)] 33.33%
b) 50%
c) 75%
d) 100%

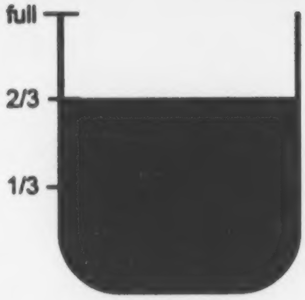


4. How full is the container?
a) 0%
b) 25%
[✓ c)] 75%
d) 20%

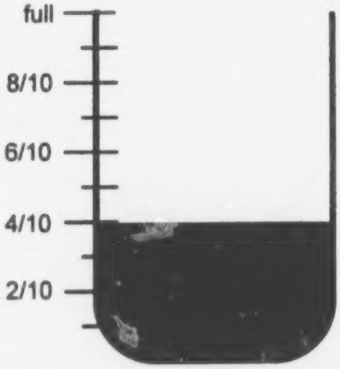


prcntans.doc

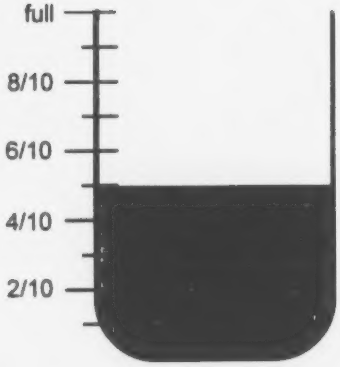
5. How full is the container?
   a) 100%
   b) 75%
   [✓ c)] 50%
   d) 66.66%



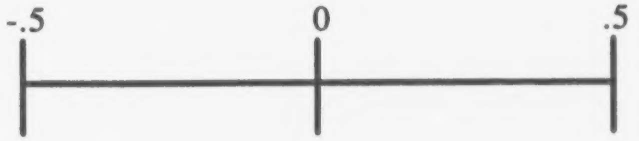
6. How full is the container ?
   [✓ a)] 25%
   b) 40%
   c) 80%
   d) 50%


full
8/10
6/10
4/10
2/10

7. How full is the container ?
   [✓ a)] 100%
   b) 50%
   c) 10%
   d) 70%


full
8/10
6/10
4/10
2/10

Directions: Look at the range chart below. Then circle the answer that corresponds to whether each decimal falls above the highest number on the range, below the lowest number, or in the range shown.



1. 0 a) Below
b) In Range
c) Above

2. -.2 a) Below
b) In Range
c) Above

3. .6 a) Below
b) In Range
c) Above

4. .4 a) Below
b) In Range
c) Above

5. -0.3 a) Below
b) In Range
c) Above

6. -0.9 a) Below
b) In Range
c) Above

7. -.8 a) Below
b) In Range
c) Above

8. 0.3 a) Below
b) In Range
c) Above

9. .7 a) Below
b) In Range
c) Above

10. .9 a) Below
b) In Range
c) Above

Comparing a Decimal to a Stated Range
Answer Key

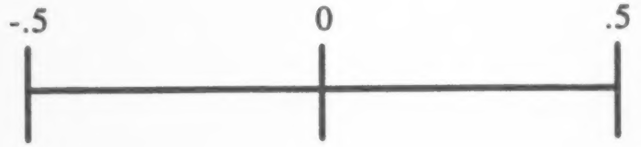
Rationale: An important job skill used in various jobs is to judge whether positive and negative decimal numbers fall within the acceptable range on a chart. A prerequisite skill to using numbers with a range chart is the ability to compare two numbers to determine their relative values. The range chart exercise and the decimal comparison exercise test these abilities.

Literacy Skills:

1. Understand and use signed (positive and negative) numbers.
2. Read and write decimals to one or more places to complete a task or subtask.
3. Read, write and count single and multiple digit whole numbers to complete a task or subtask.
4. Compare a measurement from time, weight, distance, temperature or volume measuring scales to a stated range of values.

Answer Key

Directions: Look at the range chart below. Then circle the answer that corresponds to whether each decimal falls above the highest number on the range, below the lowest number, or in the range shown.



1. 0
a) Below
[✓ b)] In Range
c) Above

2. -.2
a) Below
[✓ b)] In Range
c) Above

3. .6
a) Below
b) In Range
[✓ c)] Above

4. .4
a) Below
[✓ b)] In Range
c) Above

5. -0.3
a) Below
[✓ b)] In Range
c) Above

6. -0.9
[✓ a)] Below
b) In Range
c) Above

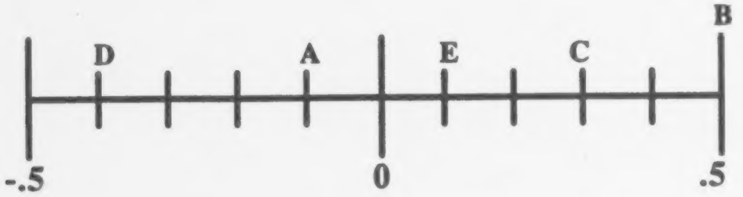
7. -.8
[✓ a)] Below
b) In Range
c) Above

8. 0.3
a) Below
[✓ b)] In Range
c) Above

9. .7
a) Below
b) In Range
[✓ c)] Above

10. .9
a) Below
b) In Range
[✓ c)] Above

Directions: Look at the first number line below. In the blanks provided, write the number that is indicated by each letter on the number line. When you finish the first set of exercises, use the next number line for next set.



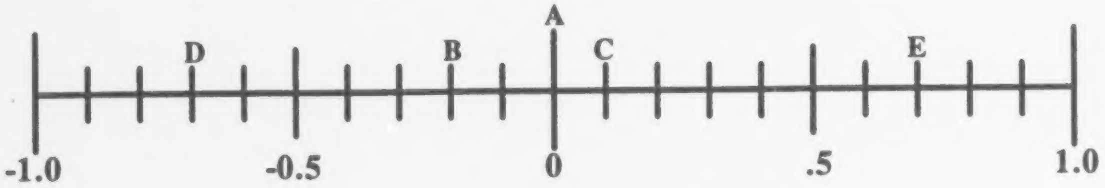
1. A________

2. B________

3. C________

4. D________

5. E________



6. A________

7. B________

8. C________

9. D________

10. E________

numline.doc

Reading Positive and Negative Values on a Number Line
Answer Key

Rationale: Many jobs at Nabisco Foods use positive and negative numbers. It is important to be able to recognize where numbers fall on a number line and to compare numbers shown on a chart such as a number line to decide their relative values.

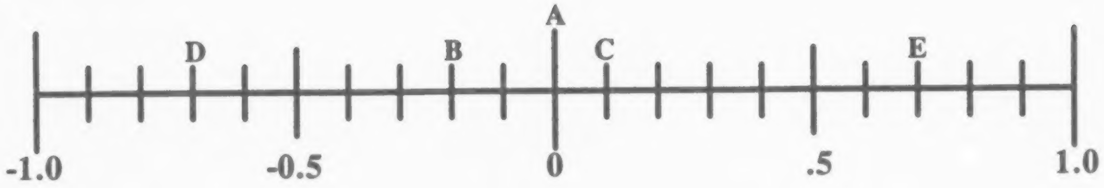
Literacy Skills:

1. Understand and use signed (positive and negative) numbers.
2. Read and write decimals to one or more places to complete a task or subtask.

Answer Key

Directions: Look at the first number line below. In the blanks provided, write the number that is indicated by each letter on the number line. When you finish the first set of exercises, use the next number line for next set.

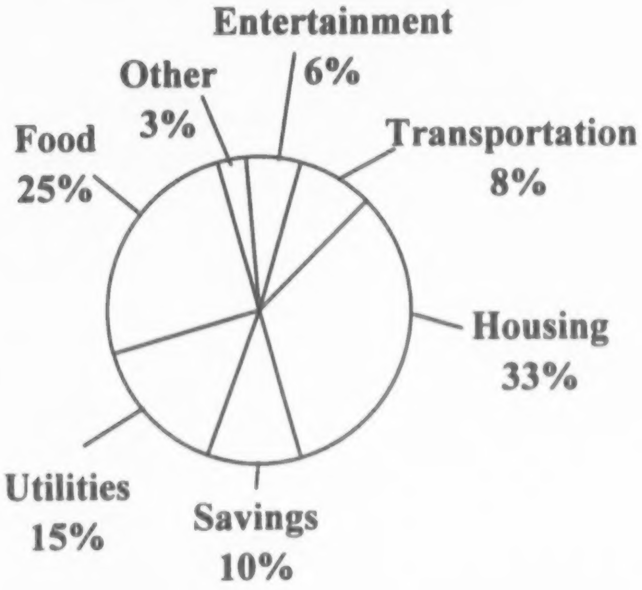
1. A -.1
2. B .5
3. C .3
4. D -.4
5. E .1



6. A 0
7. B -.2
8. C .1
9. D -.7
10. E .7

numline.doc

Family Budget



Directions: Refer to the circle graph above. Choose the one correct answer to each question.

1. Which section makes up the largest part of the budget?
   a. Savings
   b. Food
   c. Housing
   d. Transportation

2. Which section takes up the smallest part of the budget?
   a. Savings
   b. Housing
   c. Entertainment
   d. Other

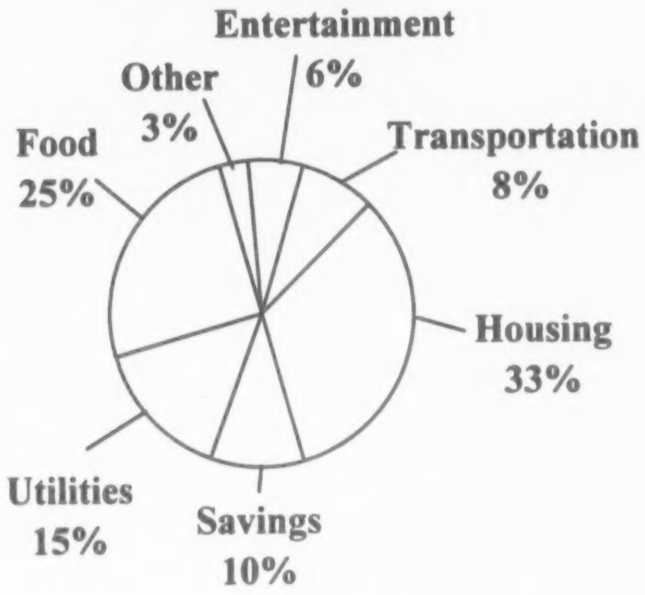
3. Which three (3) items total 50% of the budget?
   a. Housing, transportation, entertainment
   b. Food, savings, utilities
   c. Housing, savings, utilities
   d. None

fambud.doc

4. Which one (1) item represents approximately 1/3 of the total budget?
   a. Housing
   b. Food
   c. Savings
   d. Other

5. Which one (1) item represents 1/4 of the total budget?
   a. Housing
   b. Entertainment
   c. Utilities
   d. Food

Family Budget



Answer Key

Directions: Refer to the circle graph above. Choose the one correct answer to each question.

1. Which section makes up the largest part of the budget?
   a. Savings
   b. Food
   [✓ c.] Housing
   d. Transportation

2. Which section takes up the smallest part of the budget?
   a. Savings
   b. Housing
   c. Entertainment
   [✓ d.] Other

ansfam.doc

3. Which three (3) items total 50% of the budget?
   a. Housing, transportation, entertainment
   [✓ b] Food, savings, utilities
   c. Housing, savings, utilities
   d. None

4. Which **one** (1) item represents approximately 1/3 of the total budget?
   [✓ a.] Housing
   b. Food
   c. Savings
   d. Other

5. Which **one** (1) item represents 1/4 of the total budget?
   a. Housing
   b. Entertainment
   c. Utilities
   [✓ d] Food

(Read and understand abbreviations, contractions, and acronyms)
(Read and understand job specific words)

Match each word with its abbreviation.

1. degree ________
2. Fleischmann's ________
3. minute ________
4. As soon as possible ________
5. street ________
6. squeeze ________
7. Man Machine Interface ________
8. Cash On Delivery ________
9. number ________
10. Clean In Place ________
11. pounds ________
12. RECIRCULATE ________
13. tank ________
14. pump ________
15. grams ________

A. min.
B. PP
C. MMI
D. DEG
E. recirc
F. lbs.
G. CIP
H. g
I. St.
J. TK
K. SQZ
L. COD
M. ASAP
N. no.
O. FL

(Read and understand the main idea of job specific material)
(Find information by skimming or scanning text, including lists and tables)
(Read two or more column charts to obtain information)
(Recognize cause and effect; predict outcomes.)

CHEMTECH INDUSTRIES

Month	**Number of Accidents**	**Number of Employees Injured**	**Numbers of Hours Missed Work**
January	3	5	42
February	0	0	0
March	0	0	0
April	1	1	0
May	0	0	0
June	2	3	7
July	0	0	0
August	0	0	0
September	1	2	3.5
October	0	0	0
November	2	2	0
December	0	0	0
TOTAL	**9**	**13**	**52.5**

1. Which title best describes the main idea of this table?
   A. Number of Hours Lost to Accidents
   B. The Year's Safety Record
   C. The Number of Accidents Per Year
   D. Total Number of Employees Injured

2. How many accidents occurred in June?
   A. 2
   B. 3
   C. 5
   D. 7

3. How many employees were injured during this year?
   A. 52.5
   B. 9
   C. 6
   D. 13

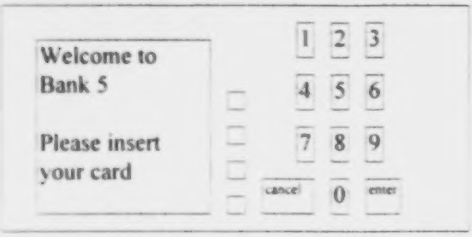
4. The number 5 is found under what column?
   - A. Number of Hours Missed Work
   - B. Month
   - C. Total
   - D. Number of Employees Injured

5. What caused the accidents in January?
   - A. Employees did not follow good safety practices.
   - B. A chemical spill.
   - C. The chart does not give this information.
   - D. Icy sidewalks leading to the entrance to the plant.

(Observe and monitor a process using a computer screen)
(Understand the operation of a computer keyboard)
(Read and respond to computer commands)
(Read, write, and count single and multiple digit whole numbers to complete a task)

Linda needs cash to buy her friend a birthday present. She decides to get the money from the ATM, Automatic Teller Machine. Her PIN, Personal Identification Number, is 2292.

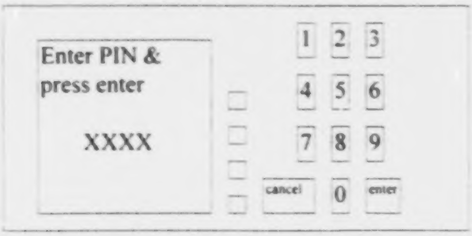
Screen 1


Welcome to Bank 5

Please insert your card

☐ ☐ ☐ ☐
1 2 3
4 5 6
7 8 9
cancel 0 enter

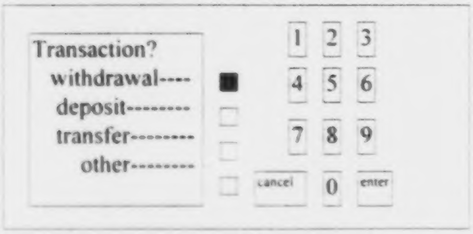
Screen 2


Enter PIN & press enter

XXXX

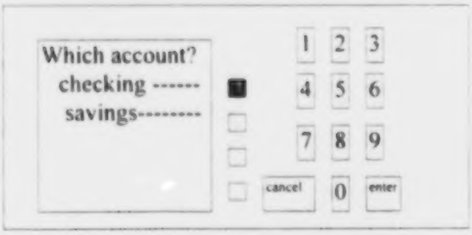
☐ ☐ ☐ ☐
1 2 3
4 5 6
7 8 9
cancel 0 enter

Screen 3


Transaction?
withdrawal---- ■
deposit-------- ☐
transfer-------- ☐
other-------- ☐

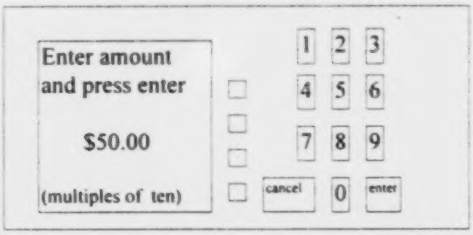
1 2 3
4 5 6
7 8 9
cancel 0 enter

Screen 4


Which account?
checking ------ ■
savings-------- ☐
☐
☐

1 2 3
4 5 6
7 8 9
cancel 0 enter

Screen 5

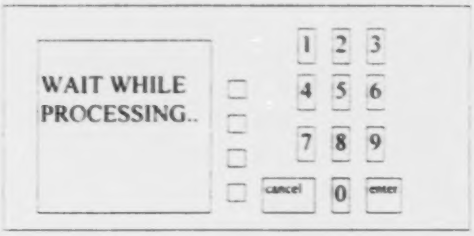

Enter amount and press enter

$50.00

(multiples of ten)

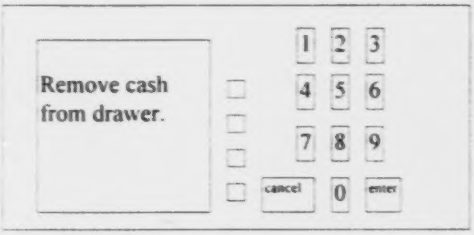
☐ ☐ ☐ ☐
1 2 3
4 5 6
7 8 9
cancel 0 enter

Screen 6


WAIT WHILE PROCESSING..

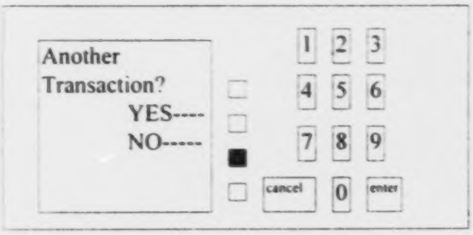
☐ ☐ ☐ ☐
1 2 3
4 5 6
7 8 9
cancel 0 enter

Screen 7


Remove cash from drawer.

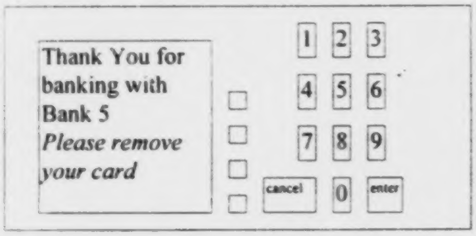
☐ ☐ ☐ ☐
1 2 3
4 5 6
7 8 9
cancel 0 enter

Screen 8


Another Transaction? ☐
YES---- ☐
NO----- ■
☐

1 2 3
4 5 6
7 8 9
cancel 0 enter

Screen 9


Thank You for banking with Bank 5
Please remove your card

☐ ☐ ☐ ☐
1 2 3
4 5 6
7 8 9
cancel 0 enter

Use the Automatic Teller Machine (ATM) screens and the information on the next page to answer these questions.

1. On which screen(s) does Linda enter her PIN?
   a. Screen 3
   b. She doesn't need to enter her PIN
   c. Screens 1 and 4
   d. Screen 2

2. What type of transaction does Linda choose?
   a. other
   b. deposit
   c. withdrawal
   d. savings

3. Linda is taking money out of?
   a. checking
   b. withdrawal
   c. savings
   d. savings and withdrawal

4. How much money is Linda withdrawing?
   a. The screens do not show the amount
   b. $30.00
   c. $22.93
   d. $50.00

5. Which screen requires Linda to do nothing?
   a. Screen 1
   b. Screen 6
   c. Screen 4
   d. Screen 2

6. If Linda enters the wrong PIN, how does she correct it?
   a. Press CANCEL and type 2293.
   b. Type correct number and press CANCEL.
   c. Take the card out.
   d. Press CANCEL and type 2292.

7. What should Linda do at Screen 6?
   a. Press ENTER.
   b. Wait for more instructions.
   c. Remove her card.
   d. Take her money out of the machine.

8. Which two parts of the ATM did Linda use to enter her PIN?
   a. the number keys
   b. the screen
   c. the printer
   d. the ENTER key

(Locate the space on a form to enter data)
(Enter appropriate information onto a form)
(Transfer or copy exact data from other sources onto the appropriate sections of a form)

Use this information to fill in the order form on the next page.

The person placing the order is James L. Price, 922 E. Bradford Ct., Apartment 6B, Flint, Michigan, 75009, phone (313) 794-4421. This is the first time he has ordered from the Fruit and Flower By Mail catalog.

He wants to order one of each item:

1. Pear Tree: 10 perfect pears wrapped in foil
   Catalog No. 4024Z...............$30.95 Page 6
2. Treats for Two: beautiful basket filled with cheese, sausage, apples, and pears.
   Catalog No. 92304Y.............$29.95 Page 10
3. Holly Plant: 16 inch tall plant decorated with berry ornaments.
   Catalog No. 9868Y...............$12.95 Page 8

Fruit and Flower By Mail

Please check appropriate box, if it applies, and print address information below.

☐ *Ship to a different address.* ☐ *Gift Order*

☐ *My Mailing Address has changed or incorrect.* ☐ *New Customer*

Please Print:

Name____

Address____________________________________***Apt.***________

City_____________________________________***State***________

Zip____________________ ***Daytime Phone (_____)***______________

NOTE: When ordering collections, enter in the "Quantity" (Qty) column the number of collections, not the number of items in the collection.

CATALOG NUMBER	PAGE NO.	QTY	NAME OF ITEM *Please Print or Type*	TOTAL PRICE

Subtotal this page	
Merchandise Subtotal	
Delivery Charges (see chart at left)	
Order Subtotal	
Delivery in SC add 5% sales tax	
TOTAL AMOUNT	

DELIVERY CHARGES	
Under $15.00	Add $3.95
$15 - $39.99	Add $4.95
$40 - $59.99	Add $5.95
$60 - $79.99	Add $7.95
$80 & Over	Add 10% of item subtotal

Up to $60.00 Maximum Delivery Charge

ıdd $4.00 extra for each additional shipping address

Air Shipments to Alaska require an additional $4.00

(Understand the operations of a computer keyboard)

Match each word with its definition.

1. Function keys ________
2. Numeric keys ________
3. Cursor Control keys (arrow keys) ________
4. Keyboard ________
5. - Key ________
6. Screen ________
7. Cursor ________
8. Backspace key ________
9. MMI ________
10. Enter key ________
11. Home key ________
12. . key ________

A. Used for entering numbers.

B. Used for entering dashes.

C. The keys on the keyboard which are labeled F1, F2, F3 and so on. They are used to tell the computer to perform special functions.

D. Moves the cursor up, down, left or right on a screen.

E. A special computer used to run a process. Sends information to the electronic equipment which runs the line.

F. The way a person "talks" to a computer. Used to type information and commands into the computer.

G. A type of television monitor which displays information. The way a computer "talks" to a user.

H. Appears on the screen as a flashing square, dash, or arrow. Shows the user's current position where the next character will be inserted.

I. Lets you erase what you typed. Erases everything to the left of the cursor.

J. Returns the cursor to upper left hand corner of screen.

K. Sends information to the computer. Selects an option. Completes a command.

L. Used for entering decimal points.

(Apply information from tables or graphs to locate malfunctions or select actions.)
(Read two or more column charts to obtain information.)
(Locate and use parts of an illustration (e.g., label and numbers)
(Apply preventative measures prior to a task to minimize problems.)

Refer to the chart and diagram on the next page to answer the following questions:

1. Suppose you turn on your television and there is no color. Name the things you should check.

2. Which **control** should you check if your television has a weak picture?

3. Name the control which uses batteries.

4. You need to see if the antenna is connected to the terminals. Where are the terminals located?

5. The AGC control is used by whom?

6. How many VHF antenna terminals are there?

7. What are some preventative measures you can make to avoid a poor picture?

Before Calling for Service

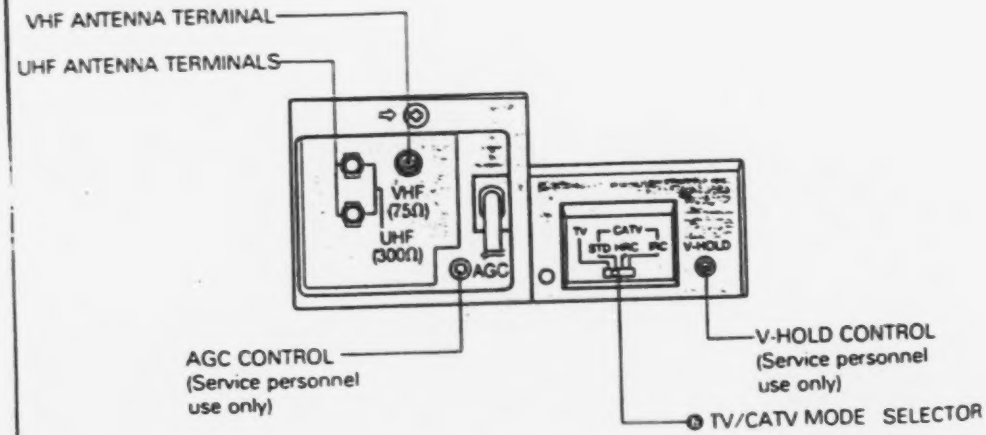
Check these items and see if you can correct the trouble with a slight adjustment of the controls.

QUICK SERVICE CHECK LIST

TROUBLE \ POSSIBLE REMEDY	Try a new channel, if OK, possible station trouble.	Is TV plugged in? Power in outlet?	Is TV POWER BUTTON on?	Is antenna connected to terminals on the back of the set?	If outside antenna is being used, check for broken wires.	Check for local interference.	Turn off POWER BUTTON and then turn it on after about a minute.	Adjust COLOR control.	Adjust PICTURE control	Check battery of Remote Control
No Picture or Sound	x	x	x	x	x		x			x
Picture OK, Sound Poor	x					x				
Sound OK, Picture Poor	x			x	x	x			x	
Picture Blurred	x				x					
Ghosts in Picture	x			x	x	x				
Lines or Streaks in Picture	x				x	x				
Weak Picture	x			x	x				x	
Poor Reception on Some Channels	x			x	x	x				
No Color	x			x	x			x		
Picture Rolls Vertically	x				x	x				
Picture Distorted	x				x					
Bars on Screen					x	x				
Remote Control Doesn't Work			x							x

Antenna Terminal Board

(Located on the rear of the cabinet)


VHF ANTENNA TERMINAL
UHF ANTENNA TERMINALS
VHF (75Ω)
UHF (300Ω)
AGC
TV
CATV
STD
HRC
IRC
V-HOLD
AGC CONTROL (Service personnel use only)
V-HOLD CONTROL (Service personnel use only)
TV/CATV MODE SELECTOR

BEST COPY AVAILABLE

(Read and understand the main idea of job specific materials)

CHEMTECH INDUSTRIES

TO: Department Supervisors

FROM: R.C. Phillips, Safety Officer

SUBJECT: Eye Protection

Two eye injuries have occurred during this month. I am happy to report that the injuries were not serious. Because of these injuries, it is time to review the plant's Protect Your Eyes Program.

Department supervisors must assure that the Protect Your Eyes Guidelines are followed. Your job is to determine when a task performed by a Chemtech employee requires eye protection and the type.

Protect Your Eyes Guidelines

1. No tinted lenses allowed except for outside work.
2. Prescription glasses worn at work must be made of plastic or polycarbonate.
3. When using a face shield, safety goggles or safety glasses with side shields must be worn underneath.
4. Chemtech will provide non-prescription safety glasses to employees who want to wear them at work.

If you have any questions about the guidelines, please contact me. I will review these guidelines at the daily shift meetings.

---

1. What is the main point of this memo?
    - a. You can get safety glasses if you want them.
    - b. Two eye injuries occurred.
    - c. The company has a program called Protect Your Eyes.
    - d. A review of the guidelines for supervisors.
2. Who is receiving this memo?
    - a. All employees c. Department supervisors
    - b. R. C. Phillips d. Safety Officers

[Follow sequenced illustration as a guide. Locate and use parts of an illustration (e.g., labels, numbers)]

How to Replace Belt

1. Base Removal
Lay unit flat with bottom up, brush roll facing towards you. With Phillips head screwdriver, remove 3 screws in front of base (A). Release 2 rear snaps (B). Remove broken or worn belt. Remove brush dowel by lifting up and out. (Figure 14)

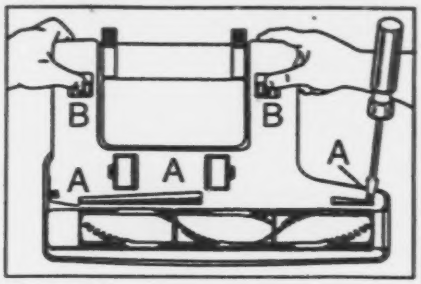


Figure 14

2. Belt Replacement
Loop one end of belt around motor shaft (See Figure 15). Slip brush roll through other end of belt and align belt into proper position on the brush dowel (See Figure 16).

Pull brush dowel downward and insert back into original position (See Figure 17). It is normal for the brush to resist due to tight belt tension.

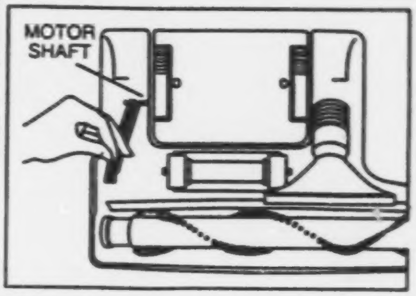


Figure 15

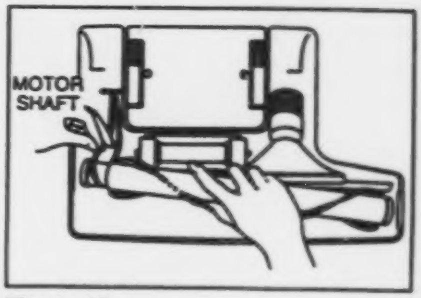


Figure 16

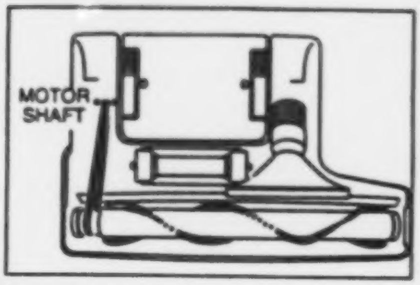


Figure 17

Use the above illustration to answer these questions.

1. The part labeled A is the:
    A. screwdriver
    B. base
    C. rear snaps
    D. brush dowel

2. The belt is looped around the:
    A. motor shaft
    B. brush dowel
    C. both the motor shaft and brush dowel
    D. none of the above

3. The first step in replacing a belt is:
    A. Looping the belt or the motor shaft.
    B. Removing brush dowel.
    C. Removing the base.
    D. Looping the belt on the brush dowel.

4. You have removed the three screws in front of the base, but the base will not come off. Why?

- A. The belt is broken.
- B. The two rear snaps need to be released.
- C. The brush is caught on something.
- D. The brush dowel needs to be released.

(Recognize cause and effect. Predict outcomes.)

Ten to fifty miles above the earth is a protective layer of oxygen called the ozone layer. Like a sponge, the ozone layer absorbs the sun's harmful ultraviolet rays which cause sunburn and skin cancer.

Scientists have discovered something very alarming about the ozone layer. Over the past twenty years the layer has thinned. Over Antarctica a hole has actually developed in the ozone layer. The hole seems to be getting larger year after year.

Because a decline in the ozone layer would harm both plants and animals, scientists look for causes. CFCs, or chlorofluocarbons, are gases used in aerosol spray cans. When an aerosol can is sprayed, CFCs escape into the air. The gases eventually reach the ozone layer and damage it. The result is a thinning out of the layer which affects the layer's ability to absorb the ultraviolet rays of the sun.

Therefore, aerosol spray cans are gradually being replaced with pump sprays. Environmental groups want a complete ban on the use of CFCs.

1. Ultraviolet rays cause

   a. holes in the ozone layer
   b. a thinning of the ozone layer
   c. CFCs to escape into the air
   d. sunburn and skin cancer

2. The ozone layer can be damaged by

   a. ultraviolet rays
   b. CFCs from pump sprays
   c. CFCs from aerosol spray cans
   d. oxygen

3. If the use of CFCs were to increase, more people would probably die of

   a. sunburn
   b. skin cancer
   c. CFC poisoning
   d. all of the above

4. If the use of CFCs were banned entirely, there would be a

   a. decrease in skin cancer cases
   b. increase in breathing problem
   c. increase in the size of the hole over Antarctica
   d. decrease in the ozone layer

5. As a result of the evidence about the harmful effects of CFCs,

   a. aerosol spray cans have been banned
   b. environmental groups have become interested
   c. people are afraid to travel to Antartica
   d. gases have been banned.

6. CFCs escape into the air when

   a. pump sprays are sprayed
   b. the ozone layer has a hole in it
   c. ultraviolet rays are released
   d. aerosol cans are sprayed

Case Study Checklist

Complete this additional checklist only if the student is participating in the case study.

Agreement Forms

________Voluntary Participation Form - Special

________Participation Contract

Interviews

Case Study Interview midpoint_____ end_____ 6 wks_____

Co-worker Interview midpoint_____ end_____ 6 wks_____

Family Case Study midpoint_____ end_____ 6 wks_____

Checklists

Checklist - AT WORK, weekly

Checklist - AWAY FROM WORK, weekly

Note: checklists should continue until 6 weeks after the program is completed.

Evaluation Checklist

Please check off each item below after the learner completes that portion of the evaluation.

Overview and Agreement Forms

________student given a copy of the Evaluation Overview

________student signed Voluntary Participation Form

Interview

Beliefs (questions 1-3) pre_____ post_____

Practices (questions 1, 2) pre_____ post_____

Plans (questions 1-3) pre_____ post_____

Interview Scenarios

Prose Scenario ("NFG Today" article) pre_____ post_____

Chart Scenario (Medical claim form) pre_____ post_____

Job Aid Scenario ("Manning Board") pre_____ post_____

Written Exercises

Cloze exercise pre_____ post_____

Questionnaire (7 pp.) pre_____ post_____

Supervisor Ratings

________signed contract (student can look at a blank copy of the rating form)

Ratings completed with supervisor pre_____ post_____

STEP Learning Center
Program Evaluation: Overview

By signing the enclosed agreement forms, you are giving your permission to assist the STEP staff in evaluating the quality of our teaching at the learning center. You will be helping us learn more about the success of the STEP program by:

- completing a brief questionnaire,
- being interviewed by a STEP staff member,
- completing a short fill-in-the-blank exercise, and
- participating in Supervisor Ratings.

The questionnaire asks about the various kinds of reading, writing and math you do at work and at home. For example, one question asks:

6. In the last 7 days how many times have you written a note to a co-worker?

0	1	2	3	4	5	6	7	8	9	10

A second section asks questions about reading and math you do with any children who may be living with you. You don't have to complete this portion if you don't have children between ages 3 and 17 living in your home.

Like the questionnaire, the interview asks questions about your reading and math practices at work and at home. In addition, you will also be asked about your plans for the future and how reading and education are part of those plans. Finally, you will look at some reading material (such as an article and a chart) and answer some questions about what you've read.

The fill-in-the-blank exercise is a short passage with some words missing. To fill in the blanks, you try to guess each missing word. For example, in the sentence below, a word is missing.

She looked before she __________ the street.

A good guess for the missing word is "crossed."

She looked before she __*crossed*__ the street.

In this exercise, you will be asked to fill in several such blanks in the passage.

If you decide to participate in the Supervisor Ratings portion of the program evaluation, you will be asked to allow your supervisor to rate you on several aspects of your job performance. These ratings will be taken at the beginning and end of your participation in the STEP program. They will be used by the STEP Learning Center staff to learn about how well the STEP program is helping employees on the plant floor at Nabisco. These ratings are confidential and will not be shared with anyone from Nabisco Margarine's management including supervisors, personnel managers or any other administrators. They are for use strictly by the STEP staff only. Although you will be allowed to see a blank copy of the ratings, you will not be informed of the results. The rating forms will be destroyed when the staff are finished with them.

Each of the above exercises and ratings will be given now and again after you've completed about 40 hours of instruction (probably late this spring). You will not be asked to complete all the exercises at once. Instead, we will schedule them over several class sessions during your regular time in the learning center. If you decide to participate, you will sign two agreement forms, one for the Supervisor Ratings and another for all other parts of the program evaluation. If you have any further questions or would like to see samples of the exercises and ratings, please don't hesitate to ask one of the STEP staff.

Voluntary Participation Form

The workplace education program where you work has been identified as very effective. In order to gather evidence for how effective it is, a team of university researchers is asking workers to provide information through interviews and questionnaires and some of the work you do in classes. The results of this study will be used to help other workplace education programs across the country.

Information will be coded to protect your privacy. Your name or an identifying number will be used only to keep track of interviews and forms from various parts of the study. Your employer will not be told about individual workers, only how the education program is doing. We would very much like to have everyone participate, but participation is voluntary and you are free to withdraw at any time without penalty.

If you are willing to participate, you will take part in some brief (about 30 minutes) interviews and fill out some forms when you are in class. This should take no more than two hours in total. Please show you are willing to participate by signing your name below.

____
(Name)

Dr L Mikulecky
Language Education Department
Indiana University
Bloomington, IN 47405
(812) 856-8277

No. of Ls
in class ___

LEARNER INTERVIEW

Personal Information:

Name: ______________________________ Date: ____________

What class are you in? ________________________________

What job do you do? __________________________________

I'd like to ask you some questions about reading, writing, and education. The answers to these questions will give us an idea of the way reading and writing are used here.

(For each question, thank the learner and read back what you have written to confirm the response.)

Beliefs

1. Describe someone you know who is good at reading and writing. What makes you choose this person?

2. How good do you consider yourself to be at reading and writing? What makes you think so?

3. Describe how you would like to be in terms of reading and writing. (*Probe* : Could you give me some examples?)

Practices

1. Tell me the sorts of things you read and write away from work during a normal week.
   (*For probe, ask:* "Can you give me more examples?")

2. Tell me the sorts of things you read and write on the job during a normal week.
   (*Use probe above for more examples.*)

No. of Iv.
in Class ____________

Plans

Now I'd like to ask you about your plans. Explain how you see reading and education as part of these plans:

1. What are your plans for the next year?

2. What are your plans for the next 5 Years?

3. What are your plans for the next 10 Years?

No. of [illegible]
in [illegible]. –

Prose Scenario

Name______________________________ Date______________________________

"NFG Today" Questions

1. I am going to show you an article from "NFG Today," the Nabisco company newsletter. I want you to look it over briefly and explain to me how you would read it. There are many ways to read. People look at different parts of a page and think about different things when they read.
(*Show attached passage:* "Breakfast Bonanza").
What would you do first, then next, then next?

Now go ahead and read the article. (*Wait . . .*)
Now I am going to ask you some questions about the article.

2. (easy factual question)
What will the restaurant's new pancake be called?
(Answer: "Country Griddle Cake Made with Cream of Wheat," *listed in article, third paragraph*).

3. (harder factual question)
How many additional pounds of Cream of Wheat will be sold per year because of this agreement with IHOP? (Answer: one million pounds, *article, fourth paragraph*).

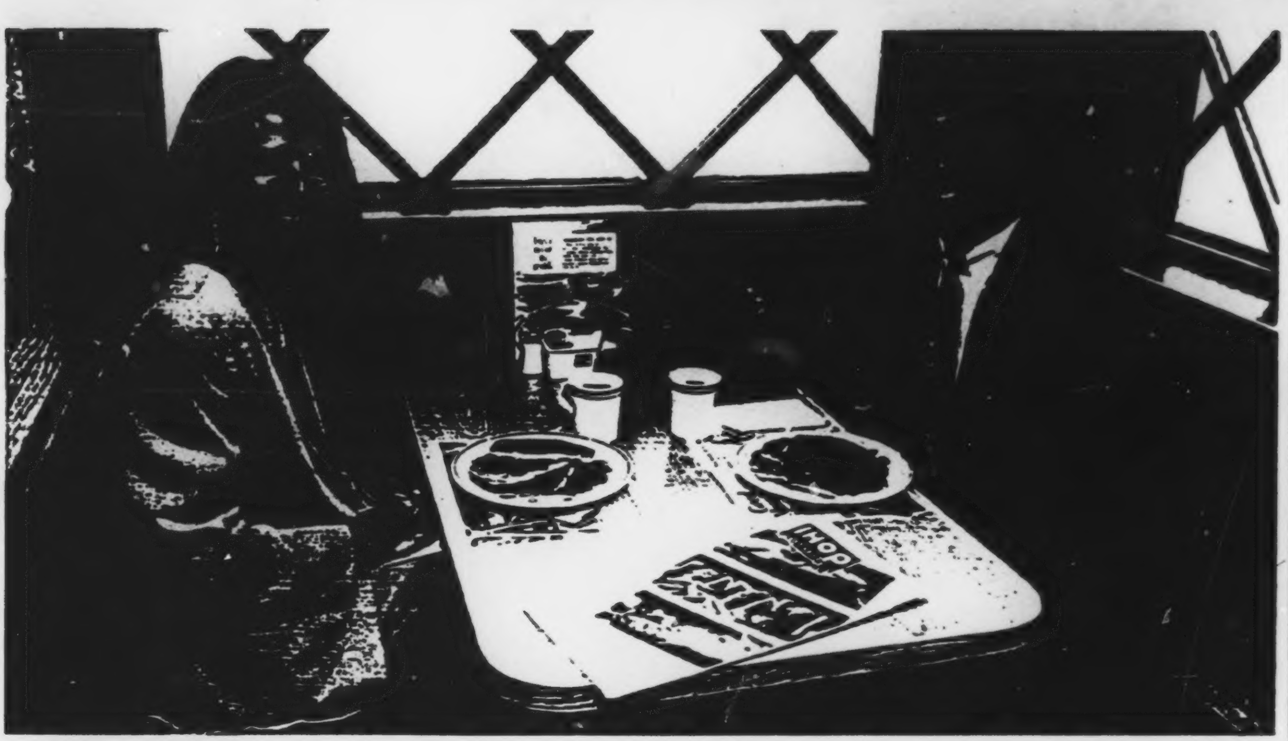
"NFG Today" questions (cont'd.)

4. (easy inference question)
Name the two people who worked together on the retail sales promotion of the new pancake.
(Answer: Kim Gentry and Randy Zeno. *Requires the employee to make an inference from a later portion of the article, where two people who work in different departments collaborated on the promotion*).

5. (harder inference question)
Why are sales of Cream of Wheat in stores expected to increase?
(Answer: because Nabisco is offering a restaurant coupon in boxes of the cereal sold in stores. *Requires the employee to draw a conclusion about IHOP's promotion of the product*).

6. (harder application question)
How will you be able to use the promotion to get a free order of the new pancakes? Give details. (Answer: by buying either cook on stove or instant varieties and using the coupon inside at IHOP; mentioning either cereal is acceptable. *Requires the employee to apply information in the article to a new situation*).

7. (easy application question to end the section)
Can you think of another restaurant that the Food Service Division might approach about using Cream of Wheat in their pancakes?
(Answer: any major restaurant chain that serves pancakes (e.g., Waffle House, etc.). *Requires the employee to apply information in the article to a new situation*).



At an International House of Pancakes near headquarters, FSD's Kim Gentry and SPD's Randy Zeno greet the day with a stack of Country Griddle Cakes Made With CREAM OF WHEAT. Thanks to a deal Food Service inked with IHOP, the item is a staple on menus at the chain's 500-plus restaurants.

Food Service Division

BREAKFAST BONANZA

How A Conversation May Sell A Million More Pounds Of CREAM OF WHEAT

About a year-and-a-half ago, Food Service National Accounts Manager Sam Weiss was visiting one of his largest customers, International House Of Pancakes. One of IHOP's R&D employees casually mentioned that his wife makes terrific pancakes with Nabisco's CREAM OF WHEAT.

A bell went off in Sam's head—or perhaps it was the sound of sizzling sales. He immediately asked Specialty Products Division, which makes the cereal, to send select samples of Instant and Mix 'n Eat varieties to IHOP, where his R&D friend started mixing batches of pancakes.

After much time, effort and consumer testing, the perfect formula was developed and thus was born IHOP's "Country Griddle Cake Made With CREAM OF WHEAT." Introduced in July, the new pancake will be a core item on menus at every IHOP in the country by year's end.

"IHOP never had such an overwhelming response to a new introduction," said Sam. "And the great thing is, 40 percent of the new pancake is made with CREAM OF WHEAT. We anticipate selling one million additional pounds in a year—that's an extra ten percent of Food Service's total CREAM OF WHEAT business."

But the good news keeps getting better. Said Kim Gentry, FSD product manager, "IHOP is so pleased with the CREAM OF WHEAT pancake that they've made it a permanent part of their menu—this isn't just a one-time promotion that'll end.

"They're mentioning CREAM OF WHEAT by name on both their menus and table-top promotional materials, and they show our box in a series of national television commercials promoting the new pancake. That's important; when consumers realize CREAM OF WHEAT has uses beyond hot cereal, it generates more sales," said Kim.

Food Service's sales and marketing departments worked very closely with Specialty Products' marketing and production units to make the IHOP deal happen—and to maximize opportunities across NFC.

"Since retail was plugged in from the start, the idea for a timely cross-promotion was a natural," said Randy Zeno, senior product manager for Specialty Products.

Said Kim, "Randy and I worked together to develop a powerful promotion with a retail spin.

"As a result, SPD will be offering shoppers a coupon on eight million boxes of Cook On Stove and in six million packages of Instant—good for a free two-stack order of Country Griddle Cakes Made With CREAM OF WHEAT with any food purchase at International House of Pancakes."

The icing on the cake—or, the syrup on the pancake—is that the historic IHOP CREAM OF WHEAT deal, one of Food Service's biggest ever, comes just as Nabisco is set to celebrate an historic event: CREAM OF WHEAT's 100th birthday. The promotional fanfare from the centennial is sure to keep both brand and pancake before the public's eye. ■

BEST COPY AVAILABLE

1b. & 2a.
in class –

Job Aid Scenario

Name______________________________ Date______________________________

"Manning Board" Questions

1. I am going to show you a sketch of the Manning Board that is used to make production line assignments. I want you to look it over briefly and explain to me how you would read it. There are many ways to read. People look at different parts of a page and think about different things when they read.
(*Show attached form,* "Manning Board").
What would you do first, then next, then next?

Now go ahead and read the Manning Board. *(Wait . . .)*
Now I am going to ask you some questions about the Manning Board.

2. (easy factual question)
What line has Joe Smith signed up to run?
(Answer: Line 6. *Stated on board*).

3. (harder factual question)
Which operators have bid for the job on Line 10?
(Answer: Barry Lewis and Mark Johnston. *Requires the employee to give two pieces of information*).

"Manning Board" Questions (cont'd.)

4. (easy inference question)
How many years has Edgar Shelton worked at Nabisco?
(Answer: 31. *Requires the employee to calculate length of service from the date given on the tag*).

5. (harder inference question)
Mary and Jack have both bid for the job on Line 9. The person with greater seniority is entitled to the job. Who gets it? Why?
(Answer: Mary. *Requires the employee to compare two pieces of information and draw a conclusion*).

6. (harder application question)
Based on this Manning Board, Richard Klein can't have the job on Line 8A1 because he is not an A-1 operator. Instead, he wants to bid for the job on Line 19 as a Cartoner. Can he bump Dana Clark from that position? Why or why not?
(Answer: Yes, because he is a C operator and Dana is not. *Requires the employee to compare one employee's qualifications to another and draw a conclusion*).

7. (easy application question to end the section)
Let's assume you were hired in 1989 and you are an A-1 operator. You want to bid for the job on Line 7. Based on this Manning Board, would you get the job? Why or why not?
(Answer: No. You and Jo Ann Smith are both A-1 operators, but she has more seniority. *Requires the employee to apply information on the form to their own situation and make a comparison*).

870-2	825	764-1	856-3	[illegible]	[illegible]
Line 6	Line 7	Line 8A1	Line 9 1/4# stick	Line 10 1/4# stick	Line 19 1/2# soft bowl
A-Operator	A-1 Operator	A-1 Operator	A-1 Operator	A-1 Operator	A-1 Operator
[illegible]	JoAnn Smith 12-20-88 A-1	[illegible]	Mary Goins 6-14-67 A-1	Barry Lewis 9-24-62 A	[illegible]
		Jan Keenan 1-27-82 A-1	Jack Allen 2-22-88 A-1	Mark Johnston 9-30-72 A-1	[illegible]
					[illegible]
					[illegible]
					[illegible]
					A-Palletizer
					[illegible]

BEST COPY AVAILABLE

No. of hrs.
in class —

Chart Scenario

Name______________________________ Date______________________________

Medical Claim Form Questions

1. I am going to show you a medical insurance claim form used by Nabisco. I want you to look it over briefly and explain to me how you would read it. There are many ways to read. People look at different parts of a page and think about different things when they read.
(*Show attached form,* a medical benefits claim form).
What would you do first, then next, then next?

Now go ahead and read the form. *(Wait . . .)*
Now I am going to ask you some questions about the form.

2. (easy factual question)
What relationship is John Smith to the employee?
(Answer: spouse. *Stated on form*).

3. (harder factual question)
What is Glen's marital status?
(Answer: single. *Requires the employee to distinguish between the employee's marital status and that of the patient, which is contained in a later section of the form).*

Medical Claim Form Questions (cont'd.)

4. (easy inference question)
Was the injury is due to the patient's occupation?
(Answer: No. *The answer is buried in the first section of the form; or the employee may infer it from the Remarks section which describes the accident*).

5. (harder inference question)
How will Aetna use the information released when Mrs. Smith signed the Patient's Authorization? Where did you find your answer?
(Answer: The information will be used to decide if benefits should be paid for this claim; implied in Patient's Authorization section of form. *Requires the employee to interpret and draw a conclusion*).

6. (harder application question)
Suppose Glen Smith's situation has changed and now he is also covered by the spouse's insurance. How would that change the way you fill out the form? What information would you have to give?
(Answer: Check the "Yes" box under "Is patient also covered by any Group Health Plan ..." *Requires the employee to apply information on the form to a new situation*).

7. (easy application question to end the section)
Suppose you were the person injured instead of Glen. Would you need to fill out the "Dependent Information" section? Why or why not?
(Answer: No, because this section says, "complete only if patient is a dependent." OR: No, because the accident would have happened to me, the employee. *Puts the employee directly into a more personal situation*).

NABISCO FOODS GROUP

MEDICAL CLAIM FORM

Mail to: Aetna Life Insurance Company
P.O. Box 31450
Tampa, FL 33631-3450
1-800-322-7576

"NOTICE to all parties completing this form: It is fraudulent to fill out this form with information you know to be false or to omit important facts. iminal and/or civil penalties can result from such acts."

HOW TO PRESENT A CLAIM

(Please read carefully)

1. If the physician or supplier does not complete the section below, please attach **itemized bills showing the following:**
   - Name, address and Tax ID Number of physician or provider of service
   - Name of patient
   - Date(s) service(s) rendered
   - Charge(s) made
   - Nature of illness or injury (**Be certain** your physician indicates the appropriate diagnosis code(s) from the current revision of the International Classification of Diseases, Clinical Modification (ICD-CM)
   - **Type of service(s) (Be certain your physician indicates the appropriate code from the most recent edition of the Current Procedural Terminology (CPT) or HCFA Common Procedural Coding System (HCPCS))**
   - **Bills for drugs and medicines should show:**
     - **Name and address of pharmacy**
     - **Name of person for whom the medicine was prescribed**
     - **Date(s) of purchase(s)**
     - **Charge for each prescription**
     - **Prescription number(s) and nature of medication(s)**
2. To avoid delay, answer all questions, sign and date the Certification of Statements and Patient's Authorization sections on the back of this form.
3. **Please check all bills for accuracy. Do not present cancelled checks or cash register receipts as they do not contain the information needed to process a claim. Please follow the instructions in No. 1 above.**
4. If you wish to retain copies of your bills, they should be obtained before your claim is submitted.
5. If you or your dependent have received consideration of these expenses by another group plan, please attach a copy of your statements of payment or rejection from that plan.
6. If you or your dependent are eligible for Medicare, please attach a copy of your statements of payment or rejection for these expenses received from Medicare Part A and Part B.
7. Send the completed claim form, with bills attached, to

Aetna Life Insurance Company
P.O. Box 31450
Tampa, FL 33631-3450

TO BE COMPLETED BY PHYSICIAN OR SUPPLIER

Name of Patient Last First Middle Initial	Name of Employee or Member Last First Middle Initial

Date of Illness (First Symptom) or Injury (Accident) or Pregnancy (LMP)	Mo.	Day	Yr.	Date Patient First Consulted You for this Condition	Mo.	Day	Yr.	Has Patient ever had Same or Similar Symptoms? ☐ Yes ☐ No

Date(s) of Service	Units or Days	*Place of Service	ICD-CM Diagnosis Code	CPT/HCPCS Procedure Code	MOD	MOD	Description of supplies or, if needed, additional medical service information	Charges

Physician's or Supplier's Name, Address, Zip Code & Telephone No.	Your Patient's Account No.	Total Charge	Amount Paid	Balance Due
	Federal Tax Reporting No. *(IRS requirement)* ☐ SSN ☐ EIN/TIN	Signature of Physician or Supplier Signed Date		

*Place of Service Codes

1 - Inpatient Hospital
2 - Outpatient Hospital
3 - Doctor's Office
4 - Patient's Home
5 - Day Care Facility (PSY)
6 - Night Care Facility (PSY)
7 - Nursing Home
8 - Skilled Nursing Facility
9 - Ambulance
0 - Other Locations
A - Independent Laboratory
B - Other Medical/Surgical Facility

605

[illegible] in Training ________

Name or ID#________________ Date ____________

CLOZE Exercise

In a cloze exercise, you try to guess which words are missing. For example, in the sentence below, a word is missing.

She looked before she ____________ the street.

A good guess for the missing word is "crossed."

She looked before she *crossed* the street.

In the story below, try to guess and replace the missing words. Don't expect to get them all. Some are nearly impossible.

Job Trends Change Rapidly

Right now the job market isn't growing, but there are some trends that will shape the labor force of the future. One is the decline ____________ manufacturing. Many of these ____________ are in defense, and ____________ say they won't come ____________ when the recession ends. ____________ other is the growth ____________ some service industries, especially ____________ care.

For those who ____________ look for jobs in ____________ 1990's, some analysts also ____________ the following trends.

- Your ____________ are better at a ____________ business than a large ____________. Small firms produced the ____________ new jobs in the __________ 1980's, and the trend ____________. Firms with fewer than ____________ workers continued to create ____________ during the recession, while ____________ ones shrank.

- Your chances ____________ finding a good-paying factory ____________ will keep declining. Workers ____________ skills will be shunted ____________ generally lower-paying jobs in ____________ service sector.

- Jobs will ____________ to the better educated. Employers are already beginning to demand college training for jobs that never required a high school diploma in the past.

Adapted from "Area Job Trends Change Rapidly", St. Louis Post-Dispatch

No. of hr. in class _

LEARNER QUESTIONNAIRE

Name: ______________________ Date: ____________________

Education: ___ (last year completed) Training: ____________________

Age: ______ Sex: ____ Children: (number) ___ (ages) ________

Questionnaire:- Practices at work

Please *check* the number of times you have done the following:

1. In the last 7 days how many times have you read a company newsletter or bulletin board?

0 1 2 3 4 5 6 7 8 9 10+

2. In the last 7 days how many times have you used a manual?

0 1 2 3 4 5 6 7 8 9 10+

3. In the last 7 days how many times have you read a memo or letter?

0 1 2 3 4 5 6 7 8 9 10+

4. In the last 7 days how many times have you used a graph or chart?

0 1 2 3 4 5 6 7 8 9 10+

5. In the last 7 days how many times have you used an instruction sheet?

0 1 2 3 4 5 6 7 8 9 10+

Questionnaire: Practices at work (cont.)

6. In the last 7 days how many times have you written a note to a co-worker?

0 1 2 3 4 5 6 7 8 9 10+

7. In the last 7 days how many times have you used *a job order form* ?

0 1 2 3 4 5 6 7 8 9 10+

8. In the last 7 days how many times have you used *a route sheet* ?

0 1 2 3 4 5 6 7 8 9 10+

9. In the last 7 days how many times have you used a *computer screen* ?

0 1 2 3 4 5 6 7 8 9 10+

10. In the last 7 days how many times have you used *a blueprint* ?

0 1 2 3 4 5 6 7 8 9 10+

Questionnaire: Practices at work (cont.)

11. How often do you have difficulties with the paperwork in your job?

___ never ___ occasionally ___ often ___ always

12. How often do you wait for others to talk about written information, just to be sure what is in it?

___ never ___ occasionally ___ often ___ always

13. How often do you have trouble reading paperwork from management?

___ never ___ occasionally ___ often ___ always

14. When a problem arises, how often do you look for printed directions to help figure out what to do?

___ never ___ occasionally ___ often ___ always

15. How often are you able to help when someone has trouble reading something?

___ never ___ occasionally ___ often ___ always

16. How often do you talk in team or department meetings, asking questions or sharing ideas?

___ never ___ occasionally ___ often ___ always

17. How often are your ideas discussed in team or department meetings?

___ never ___ occasionally ___ often ___ always

Questionnaire: Practices away from work

Please *check* the number of times you have done the following:

1. In the last 7 days how many times have you read a newspaper?

0 1 2 3 4 5 6 7 8 9 10+

2. In the last 7 days how many times have you read mail, bills or ads?

0 1 2 3 4 5 6 7 8 9 10+

3. In the last 7 days how many times have you read a magazine?

0 1 2 3 4 5 6 7 8 9 10+

4. In the last 7 days how many times have you read a book for pleasure?

0 1 2 3 4 5 6 7 8 9 10+

5. In the last 7 days how many times have you read in order to do something? (For example: buy, build, cook, fix)

0 1 2 3 4 5 6 7 8 9 10+

6. In the last 7 days how many times have you discussed something you've read with another person?

0 1 2 3 4 5 6 7 8 9 10+

7. In the last 7 days how many times have you written notes to people you live with?

0 1 2 3 4 5 6 7 8 9 10+

Questionnaire: Practices away from work (cont.)

8. In the last 7 days how many books have you brought into your home, either bought or borrowed?

____

0 1 2 3 4 5 6 7 8 9 10+

9. In the last 7 days how many times have you read the following types of books ?

mystery: __ times

novels: __ times

poetry: __ times

Bible: __ times

how-to books: __ times

factual books: __ times

encyclopedia: __ times

comic books: __ times

other types: ______________ __ times

______________ __ times

______________ __ times

10. When you're waiting in an office, how often do you read magazines?

___ never ___ occasionally ___ often ___ always

11. How often do you make a shopping list before you go to the store?

___ never ___ occasionally ___ often ___ always

Questionnaire: Family

Only answer the following questions if you have a child between the ages of 3-17 at home.

Please answer for your youngest child in this age group and please fill in only one answer per question:

1. This child is _____ years old.

2. In the last 7 days how many times has your child looked at or read books or magazines?

0 1 2 3 4 5 6 7 8 9 10+

3. In the last 7 days how many times has your child seen you reading or writing?

0 1 2 3 4 5 6 7 8 9 10+

4. In the last 7 days how many times have you helped your child with homework and/or with school projects?

0 1 2 3 4 5 6 7 8 9 10+

5. In the last 7 days how many times have you read or looked at books with your child or listened to him/her read?

0 1 2 3 4 5 6 7 8 9 10+

6. In the last 7 days how many times has your child asked to be read to?

0 1 2 3 4 5 6 7 8 9 10+

7. In the last 7 days how many times has your child printed, made letters, or written?

0 1 2 3 4 5 6 7 8 9 10+

Questionnaire: Family (cont.)

8. In the last month how many times has your child gone to a public library?

0 1 2 3 4 5 6 7 8 9 10+

9. In the last month how many times have you participated/helped out in your child's school?

0 1 2 3 4 5 6 7 8 9 10+

10. In the last month how many times have you hung up or displayed your child's reading and writing efforts?

0 1 2 3 4 5 6 7 8 9 10+

11. In the last month how many times have you bought or borrowed books for your child?

0 1 2 3 4 5 6 7 8 9 10+

12. *(Please circle only one.)*
I expect my child to finish at least:

6th grade 9th grade high school 2-year college 4-year college

Attachment M – JOB AIDS

DEPARTMENT CODES

500	Oil Room
510	Milk Room
601	1st Shift Production
602	2nd Shift Production
603	3rd Shift Production
670	Remelt
680	Shipping
703	Quality Control
705	Personnel Meeting/Grievance
707	Sanitation
708	Trash/Card Board/Plant Cleanup
810	Maintenance
834	Engine Room
888	Training (*See Supervisor for Coding*)
915	Testing Runs/Late Delivery, etc. *(See Supervisor for Coding)*
V	Vacation
H	Holiday
B	Bereavement/Funeral
J	Jury Duty

OVERTIME CODES

H	Time and a Half
I	Double Time

KIND OF TIME (KOT)

Job #	Job Description
013	Machine Mechanic
014	Maintenance Technician
023	Stationary Engineer
033	General Maintenance
035	Mt. Mechanic Group Leader
043	Oil Room Operator
047	Oil Room Operator Step Up 70
048	Oil Room Operator Step Up 80
073	Milk Room Operator
077	Milk Room Operator Step Up 70
078	Milk Room Operator Step Up 80
100	Operator A
101	Operator A 1
107	Operator A Step Up 70
108	Operator A Step Up 80
117	Operator A 1 - Step Up 70
118	Operator A 1 - Step Up 80
133	Remelt
163	Sanitation
167	Sanitation - Step Up 70
168	Sanitation - Step Up 80
193	Lab Tester
200	Operator B Shipping
203	Prod Tester
205	Operator B Group Leader Shipping
207	Operator B Shipping - Step Up 70
208	Operator B Shipping - Step Up 80
300	Operator C
307	Operator C - Step Up 70
308	Operator C - Step Up 80
400	Operator D
407	Operator D - Step Up 70
408	Operator D - Step Up 80

B:\TIMECRD.DOC

FINISHED GOODS (INBOUND)CHECKLIST *Check(✓) the following items each time a truck is unloaded.*	**Check Box**
Collect bills from carrier. • Supplier's Bill of Lading • Tally Sheet (when available) • Supplier's Packing List • Warehouseman's Unloading Report	
Complete Warehouseman's Unloading Report for each product as it is unloaded. • Fill out top section: · Delivery Date · Supplier (warehouse/Nabisco Foods Group) · Product (SKU) · Seal Number (when applicable) · Number of Pieces (cases) · Delivering Carrier · Time Started/Finished · Receiving Record Number (Shipper reference # from Bill of Lading) · Rack Number • Fill out Breakdown of Load section: · Record each pallet ticket number, the code date, and the number of cases per pallet. · If there is no pallet ticket on the product, place a blank inbound pallet ticket on the pallet. Record this ticket number and the code date. · When all pallets have been unloaded, compute the total number of cases unloaded. Add the number of pallets X the number of cases per pallet + any cases from a partial pallet. Record. · Note any damage (ex: Pallet ticket number-3 cases damaged). · Signed by loader.	
Complete Pallet Exchange Report. • Loader and driver sign.	
Complete Bill of Lading. • Loader and driver sign. • Note any discrepancies: shortages, overages, incorrect product, or damage.	
Give copies of bills to driver and shipping office. • Give Bill of Lading and #1 copy of Pallet Exchange to driver. • Give Bill of Lading, Warehouseman's Unloading Report, and #2 copy of Pallet Exchange to shipping office.	

Date ____________________ Initials __________

WAREHOUSEMAN'S UNLOADING REPORT

DELIVERY DATE

SUPPLIER

PRODUCT

NO. OF PIECES

DELIVERING CARRIER

TIME STARTED ☐ AM ☐ PM

TIME FINISHED ☐ AM ☐ PM

RECEIVING RECORD NO.

BREAKDOWN OF THIS LOAD

	Pallet Ticket Number	Code Date	Rack Number
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

UNLOADED BY

LOADING CHECKLIST *Check(✓) the following items each time a truck is loaded.*	**Check Box**
Match PO information on bills with Inbound/Outbound Schedule.	
Match information on Tally Sheet and Bill of Lading against each other.	
Inspect truck, fill-out Truck Inspection and initial.	
Begin loading trailer and complete all portions of Tally Sheet. • Record trailer number • Record pallet ticket number of each pallet loaded. • Complete pallets: · Remove ticket. · Attach palletizer generated tickets to Tally Sheet and write code date on each ticket. · Staple cardboard tickets together and write order number, code date and date loaded on the top ticket. • Partially used pallets: · Do not remove ticket unless using last cases. · Write on the ticket the number of cases used. · Write ticket number and code date on Tally Sheet. • Compute totals for each product loaded: · Number of pallets X the number of cases per pallet + any cases from a partial pallet. This number should equal the number on the Totals row on the Tally Sheet. • Do not cut bill without supervisor approval. • Initial.	
Complete Bill of Lading • Fill out carrier/drivers license information. • Loader and driver sign. • Record trailer number. • Change date to actual shipping date if different. • Note any discrepancies: shortages (cut), different product loaded, different totals. Bill of Lading must be changed to match what has actually been loaded. Watch dash codes.	
Complete Pallet Exchange. • Loader and driver sign.	
Give copies of bills to driver and shipping office. • Give #2 and #3 copies of Bill of Lading, packing list, and #1 copy of Pallet Exchange to driver. • #1 copy of Bill of Lading, Tally Sheet, and #2 copy of Pallet Exchange to shipping office.	

Date ____________________ Initials __________

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RETURNED GOODS FROM FIELD CHECKLIST *Check(✓) the following items each time a truck is unloaded.*	**Check Box**
Pick up bills. • Bill of Lading • Carrier bills including Return Authorization and number	
Complete Returned Goods Report as product is unloaded. • Match product unloaded with product listed on Return Authorization. • Record Authorizaton Number. • Shippable and/or Damaged: · Qty (cases)-number of cases on a pallet. · Product Number (SKU) · Description · Code Date · Disposition of Damaged Stock: remelt, return to production, damaged, or other. · Signed By (loader)	
Complete Pallet Exchange. • Loader and driver sign.	
Complete Bill of Lading • Loader and driver sign.	
Give copies of bills to driver and shipping office. • Give Bill of Lading and #1 copy of Pallet Exchange to driver. • Give Bill of Lading, Returned Goods Report, and #2 copy of Pallet Exchange to shipping office.	

Date ______________________ Initials __________

RETURNED GOODS REPORT

	DATE RECEIVED
RETURNED FROM (Customer)	
CARRIER	**RETURN AUTHORIZATION #**

CONDITION OF GOODS

EXAMINED BY

COMMENTS

SHIPPABLE:

Qty (Cases)	Product Number (SKU)	Description	Code Date

DAMAGED: **Disposition** ☐ RECASE ☐ REMELT ☐ DONATE ☐ DESTROY

Reason for Return

Acceptance Authorized By

Signed By

RAW ANI 'ACKAGING UNLOADING REPORT

DELIVERY DATE

SUPPLIER

DELIVERING CARRIER

TIME STARTED ☐ AM ☐ PM

TIME FINISHED ☐ AM ☐ PM

LOT # OR BATCH #

BREAKDOWN OF THIS LOAD

	Description (Required)	No. of Pallets	No. of Cases/Rolls /Pieces	Units per Box	6-Digit Item # (Optional)
EX	*Squeeze Caps*	*7*	*36*	*1800*	*248760*
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

UNLOADED BY

RECEIVING CHECKLIST *Check(✓) the following items each time a truck is unloaded.*	**Check Box**
Collect bills (Freight bill and/or packing slip). • Check driver. • Check freight • Raw ingredients need COA. • If no COA, need approval to unload from Mark Christoph.	
Unload Freight. • Pallet count. • Note case count/piece count per pallet. • Note piece count per case if applicable. • Watch for discrepancies from case to case/pallet to pallet.	
Complete Paperwork. •	
Complete Truck Inspection and Pallet Exchange Report. • Loader and driver sign.	
Sign Drivers Bills. • Make sure any discrepancies are noted.	
Give copies of bills to driver and shipping office. • Give Packing Slip and/or Freight Bill and #1 copy of Pallet Exchange to driver. • Give Packing Slip, COA , Unloading Report, and #2 copy of Pallet Exchange to receiving office.	

Date ____________________ Initials __________

Attachment N – RECRUITMENT/COMMUNICATIONS

You are invited to classes offered during your lunch

May Topic: Your Time Card:

Session Objective: Recording Part of an Hour Worked Using Decimals

Pat Adams, STEP Instructor

- Bring your lunch to the downstairs training room
- Sessions begin 10 minutes into each lunch time to give you time to get your lunch
- Sessions end in time for you to get back to work
- Participant receives a wallet guide: "When You Work Part of an Hour"

Schedule

First Shift	**Second Shift**	**Third Shift**
Friday May 20, 1994	Tuesday May 24, 1994	Wednesday May 25, 1994
		(Sessions begin Thursday morning May 26)
9:30 10:00 am	5:30 6:00 pm	1:00 2:00 am
10:00 10:30	6:00 6:30	2:00 2:30
10:30 11:00	6:30 7:00	2:30 3:00
11:00 11:30	7:00 7:30	3:00 3:30
11:30 12:00	7:30 8:00	3:30 4:00
12:00 12:30	8:00 8:30	4:00 4:30 am
12:30 1:00 pm	8:30 9:00 pm	

Look for the next Session in the Time Card Series:
Recording the Type of Time You Work

STEP

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$50.00 REWARD

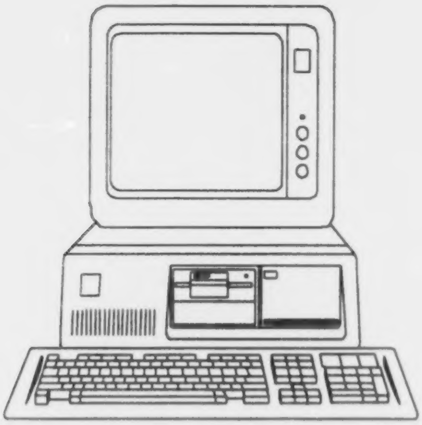
FOR A STEP LOGO

To receive your REWARD you must:

- **Include "STEP" in logo design**
- **Give entries to STEP Staff: Julie Oelker, Pat Adams, Jodie Kean**
- **Submit entries by November 5, 1993**
- **Enter as many logos as you wish**

Winner receives a $50 gift certificate to the company store

Computers Can Help You Improve Your Skills



These computer programs are available in your STEP Learning Center:

- * Learning DOS
- * Spell It Plus!
- * Typing Tutor IV
- * Grammar IV
- * Introduction to Alegbra
- * Skills Bank (Vocabulary, word knowledge, English grammar, reading comprehension, spelling, and math)

Contact: Pat (3802) or Julie (3803) to schedule your computer time or to get more information.

UPWARD

P rocess
E nhancement
T raining
S kills

NABISCO FOODS GROUP

Issue # 1

September 1993

Welcome to the first issue of *STEP Upward*, a newsletter containing important information about the Skills Training Enhancement Process-STEP. Check the posting areas throughout the plant for this newsletter and fliers announcing upcoming classes and events.

LEARNING CENTER OPENING

Finishing touches are being applied to the STEP Learning Center. Electrical work is completed, and STEP Committee members and staff are volunteering their time to paint. The goal is to have the center ready for the GRAND OPEN HOUSE, October 15. The opening of the STEP Learning Center is the next STEP for New Indy to become one of the top manufacturers in the country.

STEP COMMITTEE UPDATE

The committee discussed the open house to be around October 15. The time for the employees to drop in will be 6-10 am and 2-6 pm. There will be a mailer sent to each employee's house with details for the event. The upstairs area will be done soon. There will be a newsletter to let everyone know how things are working out. If you have any questions, feel free to ask one of the committee members: Iva Linthicum, Dave Carter, Paul Doron, Jan Reynolds, Zee Norman, Pat Adams, Julie Oelker and Jodie Kean.

INDIVIDUAL DEVELOPMENT PLANS

Pat Adams and Julie Oelker, STEP instructors are looking forward to working with each Nabisco employee on an Individual Development Plan (IDP). These confidential, one-on-one sessions will result in a training, development plan to meet the needs of each employee.

LOGO CONTEST

STEP needs a logo. The logo at the top of the newsletter is temporary. A logo contest is now underway to get your ideas. Here are the details.

- Individuals or teams may enter
- Enter as many logo ideas as you wish
- Include "STEP" in logo design
- Give entries to STEP Staff: Julie Oelker, Pat Adams, Jodie Kean
- Deadline for entries is November 5, 1993
- Winner selected by STEP committee
- Winner receives $50.00 gift certificate for company store

MARK YOUR CALENDARS FOR THE OPEN HOUSE ON
October 15

UPWARD

P rocess
E nhancement
T raining
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AFL-CIO & CLC

NABISCO
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GROUP

Issue # 2 November 1993

WE WANT YOU TO JOIN US

As an incentive to get employees involved with the STEP program the committee has developed the following incentive plan. This plan was developed specifically to address those employees who scored a level 1 or 2 on either of the TALS tests or do not have a High School Diploma or GED. Weekly you will be paid, the straight ime rate of your base wage, for 25% of the time you spend in a STEP class or tutoring session. After you attain a level 3 or above on both TALS tests or receive a GED you will be paid an additional 25% of all hours you spent in a STEP class or tutoring session. What this means is if you enroll in the program and reach the milestone of scoring a level 3 or above on both TALS tests or attain a GED the company will pay you for 50% of the time you invested in this program. If you have any questions on the incentive program please see a committee member. To sign up for classes please see Pat or Julie.

INDIVIDUAL DEVELOPMENT PLANS A SUCCESS

The STEP Learning Center staff would like to thank all plant employees for participating in the Individual Development Plan interviews last week. Pat and Julie spent time interviewing everyone individually to discuss their lans for education and training. If you were unable to attend your appointment, you will be contacted sometime during the next few weeks to reschedule. The Learning Center officially opens Monday, November 1.

So far, 21 people have enrolled in skills training or GED preparation and more will begin training in January If you signed up, you should receive a letter mailed to your home listing the times you're scheduled to attend Everyone is welcome to drop by and look around during our regular center hours:

Monday & Tuesday	**7:00 am -9:00 pm**
Wednesday	**7:00 am -3:30 pm**
Thursday & Friday	**7:00 am -4:30 pm**

We look forward to working with you!

THE LOGO CONTEST CONTINUES

?

STEP needs a logo. The picture at the top of the newsletter is temporary We need to get your ideas on a new picture. Here are the details:

- Include "STEP" in logo design
- Give entries to Jodie Kean in the STEP Office.
- Deadline for entries is Wednesday, November 17, 1993
- Winner selected by STEP committee
- Winner receives $50.00 gift certificate for company store

HAPPY

THANKSGIVING

UPWARD

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Issue # 3 December 1993

HOLIDAY HOURS FOR LEARNING CENTER

The week between Christmas & New Years the Learning Center holiday hours will be: Tuesday, Wednesday, Thursday 7-3:30.

The Learning Center will be closed:

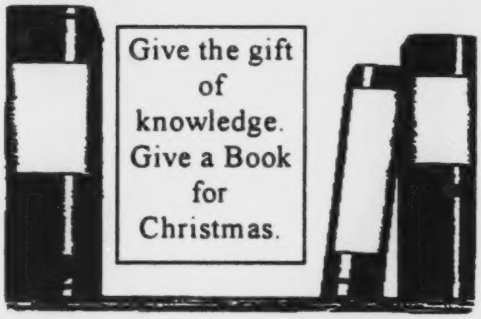
Friday	December 24
Monday	December 27
Friday	December 31
Monday	January 3

SHARPEN YOUR SKILLS

Use the learning center to improve your reading and math skills for work and home. Schedule your tutoring sessions with one of the STEP instructors TODAY!

STEP Learning Center HOURS

Monday & Tuesday	7:00 am - 9:00 pm
Wednesday	7:00 am - 3:30 pm
Thursday & Friday	7:00 am - 4:30 pm



Give the gift of knowledge. Give a Book for Christmas.

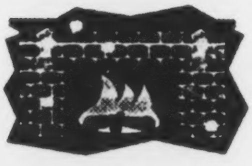
STEP COMMITTEE UPDATE

As of December 1, 28 people are actively enrolled in the STEP Learning Center. Logo contest is currently being decided. Winners will be announced December 17.

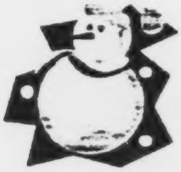
STEP ADVISORY COMMITTEE

On November 24 the STEP Committee welcomed members of the STEP Advisory Committee. The Advisory Committee oversees the STEP program, offers ideas and provides guidance. Members are:

Bernita Sherck	iNet
Lynn Minick	Indiana State AFL-CIO, Labor Institute for Training
Jerry Armstrong	Human Resources Manager



HAPPY HOLIDAYS



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Issue 4 January 1994

Computer Lab

Your STEP Learning Center has a variety of computer software which should be of interest to you. In this issue of *Upwards*, three of these programs are highlighted.

Learning DOS (Microsoft)
This program shows you how to use a personal computer with easy to follow lessons. Explanations of commands teach the basics such as how to manage files and run programs using DOS, the computer's operating system. Learn to use the power of DOS to automate and control your system.

Spell It Plus! (Davidson)
With this complete spelling program you can master over 1000 commonly misspelled words and over 20 important spelling rules. You can also add your own word list Spell It Plus! has won many software awards.

Typing Tutor IV
This keyboard instruction program will tailor a course that matches your typing/keyboard needs.

Grammatik IV
This program enables you to check the grammar of text created on almost any word processor. It finds common grammar mistakes and offers advice for correcting them. In this way, Grammatik can help you improve your writing.

Other computer programs are available for you covering a variety of areas such as reading comprehension, math, and advanced math. Contact STEP to get more information. Schedule your computer time today. If you don't have much time but you are interested in getting started on skill improvement, computer aided instruction is an option for you. Spending thirty minutes a day or every other day can be helpful.

STEP Learning Center Hours	
Monday & Tuesday	7:00 am - 9:00 pm
Wednesday	7:00 am - 3:30 pm
Thursday & Friday	7:00 am - 4:30 pm

STEP LOGO CONTEST WINNER

Vickie Barnett was chosen the winner of the STEP Logo Contest. Vickie has been at Nabisco for 16 years and has 2 sons 18 and 9 years of age. Most of her work at Nabisco has been in Production, however, currently she is working relief in Quality Control at the old plant. Vickie likes the variety of tasks in her job.

> "I entered the contest to motivate myself to get involved in STEP and to encourage others," Vickie said.

We would like to thank all those who participated in the contest for their creative ideas.

Happy Valentines

UPWARD

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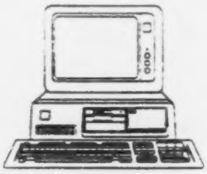
Issue 5 February 1994

STEP Computer Lab



In last month's issue of *Upward*, four computer programs were highlighted. Two of those programs, Typing Tutor and Learning DOS, have caught the interest of several employees. The STEP staff appreciates the interest and work these employees have shown. To conclude a review of the computer programs available in the STEP Learning Center, these programs are highlighted:

Skills Bank
Skills Bank is a comprehensive program that can help you excel in over 200 basic skills identified on nationally standardized achievement tests. Many of these skills are also needed in the workplace.

Introduction to Algebra
This colorful program begins with an introduction to number systems and moves on to numbers and operation, equations and polynominals, graphs and linear equations, factoring, and rational expressions.

TutorCom
Tutorcom guides you through a basic and thorough introduction to computers including a history of computers.

WordPerfect 5.1
Almost everyone has heard about WordPerfect, a popular word processing program. It has many practical and varied features which enhance your document writing capabilities.

Quick Start
Compared to WordPerfect, Quick Start is an easier word processing program.

Lotus
By popular demand, the learning center will be obtaining the Lotus 1-2-3 spreadsheet software. Using a spreadsheet, you can calculate reports, create graphs and charts.

Coming Soon
"Go With the Flow"
Watch for more information

"Even if you're on the right track, you'll get run over if you just sit there." **-Will Rogers**

Happy St. Patricks Day

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Issue 6 March 1994

IDPs to Begin on March 21

Individual Development Plan (IDP) counseling sessions for STEP will start up again the week of March 21 and run through April 14. New hires and other employees who did not make the earlier sessions are scheduled. Supervisors received the schedule for the IDP sessions and will arrange work schedules. Please inform Pat Adams after April 14 if you have not received an IDP session.

New Arrival

Julie Oelker, STEP Instructor, recently gave birth to a 6 pound 3 ounce girl, Mary Catherine. She was born on Monday, March 7 at 10:03 a.m. Congratulations to Julie and her husband.

🕮 STEP Magazine Rack 🕮

*located in the breakroom

Bring in your old magazines for others to enjoy!

STEP Temporary Schedule Change

Starting Monday, March 14, the STEP Learning Center schedule will be **temporarily** changed until further notice. This change will not affect the schedules of employees currently enrolled in the STEP program.

Temporary Learning Center Schedule

Monday	12:30 p.m. - 9:00 p.m.
Tuesday	7:00 a.m. - 4:30 p.m.
Wednesday	8:00 a.m. - 4:30 p.m.
Thursday	7:00 a.m. - 4:30 p.m.
Friday	7:00 a.m. - 4:30 p.m.

STEP Learning Center Welcomes Margie

While Julie Oelker is on maternity leave, Margie Oglander will be filling in for her. Margie has many years of experience in adult education including basic skills and GED instruction. She also has taught English as a Second Language to people from many different countries. Margie and Pat Adams worked together for several years at the Indianapolis Network for Employment and Training. Margie is looking forward to meeting you and working with you to help your achieve your goals! Please welcome her to New Indy Nabisco.

STEP

UPWARD

Skills ▼ Training ▼ Enhancement ▼ Process

A newsletter from the STEP Learning Center

Issue 7 **April/May 1994**

New Logo

The STEP Staff and Committee thank Vicki Barnett for her great logo idea. The new logo appears for the first time at the top of this issue of *UPWARD*.

STEP Advisory Board

The STEP Advisory Board met with the STEP Committee for the 3rd time on March 30. The Advisory Board is a group of literacy experts from throughout Indianapolis who provide guidance to the STEP program in serving the needs of all employees. At this meeting, the committee was given a tour of the plant by Lonnie Zimmerman and Iva Linthicum. This was the first time they had this opportunity and it proved to be most informative and quite impressive.

A big thanks to Lonnie and Iva for making this tour possible and sharing their expertise.

> "I'm learning every time I come to the STEP Learning Center from the first day on. The program helps me with a lot of confidence. I used to go home and couldn't help my kids with their arithmetic. Now I am ahead of them."
>
> --Dennis Check

Return to "Old" Schedule

With the welcome return of STEP Instructor, Julie Oelker, from maternity leave, the STEP Learning Center resumes its normal operating hours. Thanks goes to Margie Oglander for an excellent job of substituting for Julie.

Learning Center Hours

Monday	7:00 a.m. - 9:00 p.m.
Tuesday	7:00 a.m. - 9:00 p.m.
Wednesday	8:00 a.m. - 4:30 p.m.
Thursday	7:00 a.m. - 4:30 p.m.
Friday	7:00 a.m. - 4:30 p.m.

"Learn-While-You-Eat" Classes to Begin in May

Beginning in mid-May the STEP staff will offer a class on understanding your pay stub and time card. This will be the first in a series of informal lunch time classes designed to meet the needs of all Nabisco employees. The topics are based on the results of the STEP interest survey that was distributed in March. Future topics will include filling out medical insurance claim forms, calculator skills and MSDS safety sheets. These "Learn-While-You-Eat" classes will last about 20 minutes in the training room. Look for fliers announcing specific dates.

U P W A R D

Skills ▼ Training ▼ Enhancement ▼ Process

A newsletter from the STEP Learning Center

Issue 9 **December 1994**

STEP Christmas Open House
Wednesday, December 21, 1994
7:00 am till 4:00 pm
Come enjoy dessert and punch with us!

Thoughts for Christmas and the New Year

Success Is an Attitude!

People often blame their lack of success on circumstances. They get into an IF Only mode; "If only times weren't so bad." Success never comes easily to anyone. Successful people have many failures along the way, but they don't allow the failures to stop their progress.

Here are some tips to achieve your own success:

❄ **Be grateful for what you have. Recognize your accomplishments such as a solid job or good health. Put your life in perspective by thinking about what you already have. This attitude prevents you from having the feeling that all is lost when something doesn't work out.**

❄ **Be enthusiastic about everything you do. Take up all your activities with a feeling of a positive adventure. The employee who looks for ways to enjoy his/her work sets the stage for others to follow. Evaluate your level of job enthusiasm. Questions to ask yourself:**

- ☐ When I am asked to do a job, do I accept it enthusiastically and give it my all?
- ☐ Do I avoid cutting corners and give as much effort as promised or even more?
- ☐ Do I accept each assignment as a challenge and chance to grow?

❄ **Learn as much as possible from those around you. Find teachers who will help you to become successful; carefully study the behavior and actions of those you admire. Look for someone with honesty, integrity, and compassion.**

Learning Center Hours

Monday	7:00 a.m. - 9:00 p.m.
Tuesday	7:00 a.m. - 7:00 p.m.
Wednesday	7:00 a.m. - 4:30 p.m.
Thursday	7:00 a.m. - 4:30 p.m.
Friday	7:00 a.m. - 4:30 p.m.

STEP

UPWARD

Skills ▼ Training ▼ Enhancement ▼ Process

A newsletter from the STEP Learning Center

Issue 8 **June/July 1994**

> "I come to the STEP Learning Center for many reasons. First, I come because I know what you learn can never be taken away from you. Also I have my own personal tutor to help me with my learning."
>
> —Manuel Martin

GED Classes in September

Plan NOW for GED preparation classes beginning September 14. This is an excellent opportunity for you to get the preparation you need to pass the GED. The following is a tentative schedule:

Wednesday/Thursday

Shift	Time
First	3:15 - 4:15 pm
Second	1:00 - 2:00 pm
Third	7:15 - 8:15 am

If you cannot attend these classes, individual sessions can be scheduled. Contact Pat Adams to register for these classes or to schedule individual sessions.

Safety Challenge

The safety challenge is a contest between eight NFG plants, lasting throughout 1994. The goal of the contest is to see which plant can get the highest ranking by having the lowest number of accidents.

Look for safety challenge posters, like the one on the back of this newsletter, in the break room and the STEP Center. They explain the safety challenge, how the score is calculated, and how Indianapolis can improve its ranking in the contest.

Tips for Remembering What You Read

A continuing column filled with suggestions on improving reading retention.

CONTROL OUTSIDE DISTRACTIONS

1. Select a place to read that is free from interruptions and distractions such as phone calls, family members talking or watching TV.
2. Do not study or read where you are too comfortable. It may be difficult to concentrate if you are sitting in a lounge chair or lying across your bed.
3. Study or read in the same place. After selecting a place free from interruptions and distractions, use this place regularly. Each time you enter this area, you will begin to associate it with reading and studying.
4. Choose a time when you are mentally alert. Don't read when you are hungry, tired, or upset.
5. Reading or studying at the same time each day helps you set up a habit which becomes automatic.

NEXT TOPIC: INCREASE YOUR ATTENTION SPAN.

Learning Center Hours

Monday	7:00 a.m. - 9:00 p.m.
Tuesday	7:00 a.m. - 9:00 p.m.
Wednesday	8:00 a.m. - 4:30 p.m.
Thursday	7:00 a.m. - 4:30 p.m.
Friday	7:00 a.m. - 4:30 p.m.

STEP

Learning Center Rules

☑ Have fun

☑ Make mistakes

☑ Ask questions

☑ Be active

☑ Take charge of your own learning

☑ You will be successful

UFCW 700

United Food & Commercial
Workers Union Local 700
AFL-CIO & CLC

Skills
Training
Enhancement
Process

NABISCO
FOODS
GROUP

All Nabisco employees
and their families
are invited to:

The NABISCO LEARNING CENTER OPEN HOUSE

Friday
October 15, 1993

6-10 am
2-6 pm

New Indy Plant second floor
above the main lobby

Refreshments Provided

Come find out more
about your STEP Program

STEP

Skill Building

* Refresh or build new skills

* Study at your own pace

* Use real-life, job-related materials

* Practice your skills on a computer

* Set your study schedule during these times:
Thursday and Friday
7AM-2PM
Starting November 1

Register with Pat Adams or Julie Oelker
in the STEP Learning Center

Skills Training Enhancement Process

STEP

GED Preparation

** Study at your own pace*

** Instructor Support*

** Use GED workbooks*

** Practice GED skills on a computer*

** Set your own study schedule during these times:*

Monday-Tuesday
1-9PM
Starting November 1

Register with Pat Adams or Julie Oelker
in the STEP Learning Center

NABISCO FOODS GROUP

Company Store Gift Certificate

good for $5.00

◆

to

XXXXXXXXX

New Indy's Ranking in the Safety Challenge 1994

Plant	Score	Severity	Lost-time	Recordables
Seville	0.00	0.00	0.00	0.00
Minneapolis	0.90	0.00	0.00	3.60
Oxnard	1.63	0.00	0.00	6.50
Stoughton	3.20	0.00	0.00	12.80
Indianapolis	6.73	0.00	0.00	26.90
Oakland	7.68	0.00	17.50	13.20
St. Louis	12.00	13.70	6.90	13.70
Denison	12.23	0.00	0.00	48.90

The table above shows New Indy's ranking as compared to other plants participating in the safety challenge. All plants are ranked according to how many accidents each had and other factors such as how serious the accidents were. Each of the four columns has a different meaning.

Score: a method of ranking each plant according to its safety record; the numbers from each of the other three columns are combined to arrive at the score; the lower the score, the higher the ranking in the table.

Severity: a number that represents the days lost compared with the total number of working days in a year; accidents are considered more severe if more days are lost.

Lost-time: the number of accidents that required an employee to take time off after the day of the accident.

Recordables: the total number of accidents that happened at each plant.

How can New Indy improve its ranking in the Safety Challenge 1994?

STEP

Answer: Decrease the number of recordables. None of the accidents at New Indy have involved lost-time (the severity and lost-time are both 0), but there have been nearly 27 recordable accidents that were not severe.

RING OUT THE OLD YEAR & RING IN THE NEW BY

Enrolling in a *short* course in Percents

% % % % % % % % %

Understanding percents is important to you because percents effect the money you spend and borrow.

The course goal is to help you calculate:

* The sale price of an item when there is a percent off.
* The interest you repay on a loan.
* The commission paid to a sales person.
* The interest you earn on a savings account.
* The interest you pay when using a charge card.

Contact the STEP Learning Center for more information

GED on TV

Learn-At-Home

- A pre-test to learn your strengths and weaknesses before you begin.
- 3 GED ON TV workbooks
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Classes begin on September 27, 1994

Enroll Today
1-800-248-7999

STEP

Skills Training Enhancement Process

Tips for Reading to A Young Child

- Choose a colorful book with many pictures. Libraries and bookstores have special sections with books for young children.
- Sit the child close to you.
- Follow the words with your finger as you read. Children need to learn that books are read from left to right.
- Let the child help turn the pages. Children need to learn that pages turn from left to right.
- Try to read to the child once a day at a regularly scheduled time.
- Talk about the story you are reading.

To get a list of recommended children's books, send $1 for
Books for Children, #8 (1992)

To:
Consumer Information Center
Department 1012
Pueblo, CO 81009

The SQ3R Study Plan

SQ3R is a systematic study plan. It consists of a series of steps to follow as you approach study-type reading tasks. SQ3R serves not only as a technique for **increasing immediate understanding** but also as an aid in **prolonging retention.**

SQ3R STEPS

S=Survey	Read the title of the chapter, the introductory statement, and the main headings. Survey illustrations and read the summary at the end of the chapter. Try to construct a chapter outline in your mind.
Q=Question	Look at the main headings. Ask yourself what they mean. Formulate questions from your survey.
R1=Read	Read to find the answers to your questions.
R2=Recite	Recite answers to your questions. Do the author's answers satisfy you? Do you have new ideas that could help you answer the question?
R3=Review	Review the entire chapter or selection in a survey fashion. Reconstruct your outline in your mind. Recall the author's important ideas. Think of ways to use the new ideas you learned.

Another Method: PQRST

Preview	Rapidly skim (preview) the selection.
Question	Raise questions for study purposes.
Read	With questions in mind, read selection.
Summarize	Organize and summarize information gained.
Test	Check your summary with the selection.

You will need to practice often using one of these study techniques for it to become an automatic response.

STEP

Attachment O – DocuRead

DOCUREAD

Skills ▼ Training ▼ Enhancement ▼ Process

Developed with a National Workplace Literacy Project Grant from the United States Department of Education

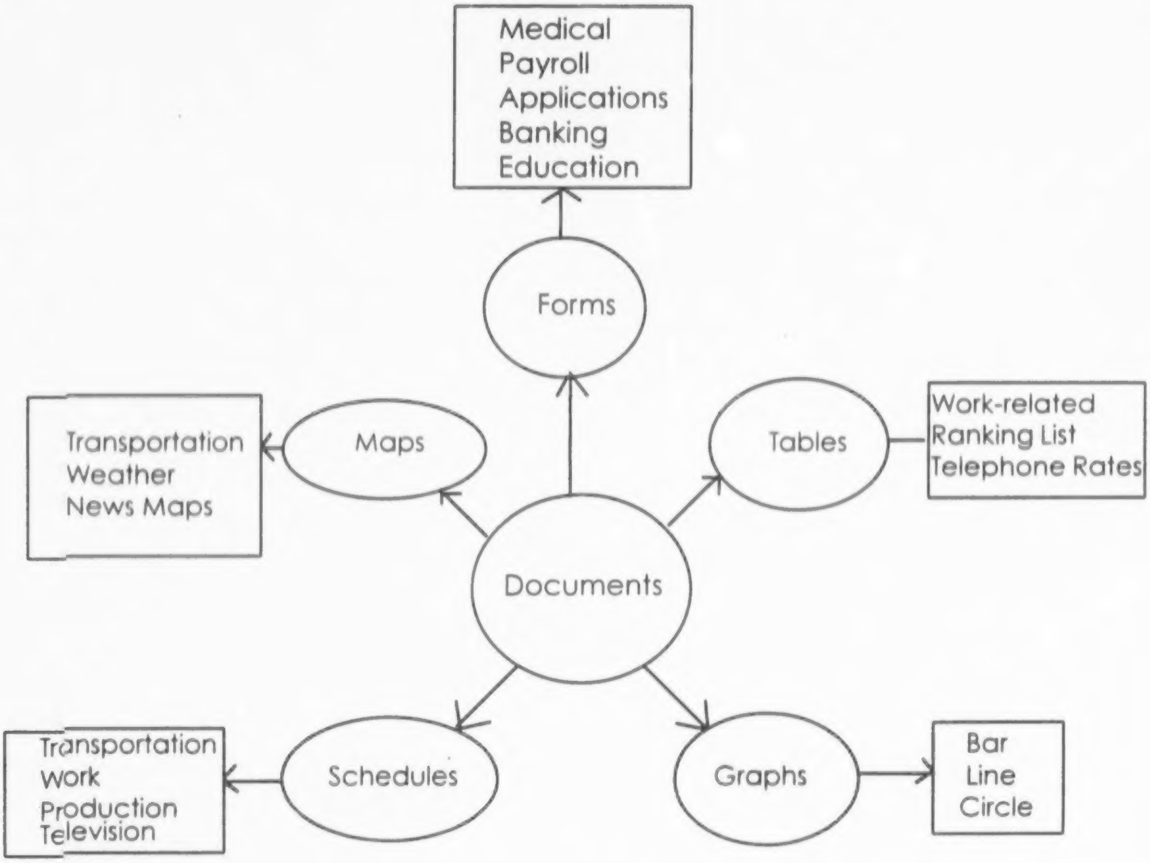
Partners: Ivy Tech State College, Nabisco Foods Group and the United Food & Commercial Workers Union

Introducing

DocuRead

You probably think DocuRead is a strange name for a reading course. DocuRead is a special name for a different kind of reading, document reading. People are spending more and more time reading documents. Why? Documents have useful information in them we need for work and personal use. This kind of reading is different from the reading we do for enjoyment. Documents are read for their usefulness.

The purpose of this course is to give you the skills you need to read and use information in these documents.


Medical
Payroll
Applications
Banking
Education
Forms
Transportation
Weather
News Maps
Maps
Tables
Work-related
Ranking List
Telephone Rates
Documents
Transportation
Work
Production
Television
Schedules
Graphs
Bar
Line
Circle

Follow these simple rules as you work through DocuRead.

STEP

Learning Center Rules

- ☑ **Have fun**
- ☑ **Make mistakes**
- ☑ **Ask questions**
- ☑ **Be active**
- ☑ **Take charge of your own learning**

You will be successful!

STEP

Learning Center

This is to certify the successful completion of the DocuRead course

presented by:

Features

DocuRead is divided into units. You can work on the units by yourself or with others. An instructor will guide you.

Unit 1
Introduction

Unit 2
Tables

Unit 3
Graphs

Unit 4
Schedules

Unit 5
Maps

Unit 6
Forms

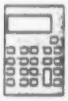
Each unit has these parts. Watch for the pictures to guide you.

☆ **Introducing**: A quick introduction to the document.

✎ **Practice**: Chances to use reading skills and thinking steps on documents in workboooks and DocuRead.

● **Words**: A place to list meanings of words you don't know. Use the dictionary to find the meanings.

Other Features:



Questions requiring math skills. Calculators are permitted.

Questions requiring deeper thought. You may need to dig a little deeper to anwser these questions. Answers are not easy to find.

? You write a question about the document.

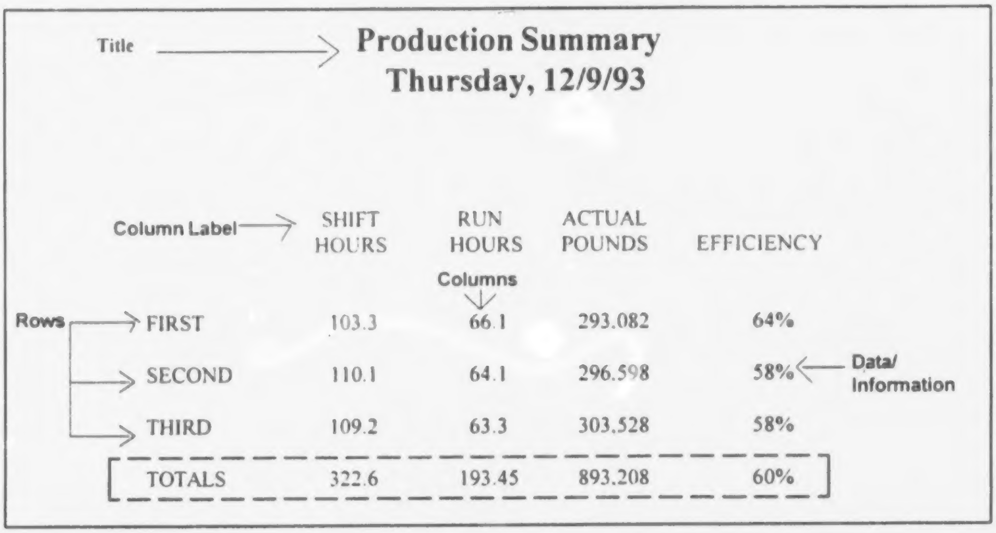
Introducing Tables

Tables show information. The information is arranged in rows and columns rather than sentences. A table may include these parts:

- A title
- Columns and rows
- Names (labels) of the columns and rows
- Information (data) listed in the columns and rows
- A key

Some tables show the source of the information. Look at the table on page 34 in *Analyzing Data*, a source given.

Parts of a Table



Production Summary
Thursday, 12/9/93

	SHIFT HOURS	RUN HOURS	ACTUAL POUNDS	EFFICIENCY
FIRST	103.3	66.1	293.082	64%
SECOND	110.1	64.1	296.598	58%
THIRD	109.2	63.3	303,528	58%
TOTALS	322.6	193.45	893.208	60%

Information (data) is easy to get out of a table.
Contrast the paragraph and the table.
They have the same information in them.
Which is easier to get information from?

Production Summary
Thursday, December 9, 1993

On Thursday, December 9, 1993, the new Indy Nabisco Plant ran at 60% efficiency based on a total of 322.6 shift hours and 193.45 run hours. Actual total pounds produced were 893,208. The first shift achieved 64% efficiency based on 103.3 shift hours versus 66.1 run hours with 293,082 actual pounds produced. The second shift achieved 58% efficiency based on 110.1 shift hours versus 64.1 run hours and produced 296,598 pounds. The third shift also achieved 8% efficiency based on 109.2 shift hours versus 63.3 run hours with 303,528 actual pounds.

or

Production Summary
Thursday, 12/9/93

	SHIFT HOURS	RUN HOURS	ACTUAL POUNDS	EFFICIENCY
FIRST	103.3	66.1	293,082	64%
SECOND	110.1	64.1	296,598	58%
THIRD	109.2	63.3	303,528	58%
TOTALS	322.6	193.45	893,208	60%

Let's look closer at the Production Summary table for 12/9/93. Answer the questions about the table.

Production Summary
Thursday 12/9/93

	SHIFT HOURS	RUN HOURS	ACTUAL POUNDS	EFFICIENCY
FIRST	103.3	66.1	293,082	64%
SECOND	110.1	64.1	296,598	58%
THIRD	109.2	63.3	303,528	58%
TOTALS	322.6	193.45	893,208	60%

1. What is the title of this table?____________________

2. What are the column labels? The row labels? ____________________

3. How does the first shift efficiency compare to second and third shift?

4. How is efficiency calculated?____________________

5. Use a dictionary to find the definition of *efficiency*. Write it here.

6. Prove/explain this statement: The shift with the best efficiency has the least amount of downtime.____________________

7. How can you help improve efficiency on your job?____________________

If you are like most people, you are looking for ways to save money. Cutting your telephone bill is one way to add some extra change in your pocket. This table is similar to the one found in the front of your telephone book.

Use the Long Distance Dial Direct Rates table to help you answer the questions.

Long Distance Dial Direct Rates

	WEEKDAY RATES ☐		*EVENING RATES* ☐		*NIGHT & WEEKEND RATES* ■	
Mileage Examples	First Minute	@Add'l Minute	First Minute	@Add'l Minute	First Minute	@Add'l Minute
1-16 miles	.17	.09	.12	.06	.07	.04
17-30 miles	.18	.16	.17	.11	.11	.07
31-55 miles	.20	.17	.18	.12	.15	.09
56 miles & over	.20	.17	.18	.13	.15	.11

	S	M	T	W	T	F	S
8 am to 5 pm	■	☐	☐	☐	☐	☐	■
5 pm to 11 pm	■	■	■	■	■	■	■
11 pm to 8 am	■	■	■	■	■	■	■

☐ Weekday Rate

☐ Evening Rate

■ Night and Weekend Rate

1. On Saturday evening at 5:30 PM in Indianapolis, you decide to call your aunt in St. Louis, Missouri. Your conversation with her lasts 5 minutes. How much will this phone call cost you?
____

2. True or False. The per minute rate increases as the length of the call increases.____________________

3. When is the most expensive time to call: weekday, evening, night or weekend?
____

4. Circle the rate for the first minute of a weekday call for a mileage of 17-30 miles.

5. What hours does the evening rate cover?______________________

6. Does this table have a key? ______________

Top 25 Friendliest Cities in Indiana

A ranking list is not a table, but is included in the table section so you can have some practice using one. Numbers at left of each city show frendliest ranking in 1993. The number in parentheses ( ) at right of each city is the 1992 ranking.

1993 Rank/City/1992 Rank

1. Trafalgar (17)
2. Bloomington (8)
3. Fort Wayne (22)
4. Peru (15)
5. Tipton (4)
6. Noblesville (2)
7. Sheridan (1)
8. Lebanon (10)
9. Richmond (23)
10. Terre Haute (NR)
11. Fortville (14)
12. Union City (5)
13. Muncie (19)
14. Daleville (6)
15. Greenwood (16)
16. Whiteland (3)
17. Franklin (7)
18. Martinsville (12)
19. Carmel (21)
20. Strawtown (20)
21. Lafayette (NR)
22. South Bend (9)
23. New Prarie (13)
24. Gary (NR)
25. Pittsboro (11)

(NR = Not Ranked)

1. Which city ranked eleventh (11th) in 1993?
2. Which city ranked 24th in 1992?
3. How many of the cities listed were not ranked in 1992?
4. Which city was ranked the same in 1992 and 1993?

Top 10 Movies

The success of a movie is judged by the amount of money (gross national sales) it makes. The ten movie titles listed in this table are made-up, but the millions each movie grossed are amounts earned by actual movies, January 28-30, 1993.

Try your hand at writing five questions about the information in this table. Answer your questions, and then ask someone else to answer them. Compare answers.

Gross national sales and number of screens showing each movie for the weekend of January 28-30, 1993.

Movie	Rating	Screens	Gross (millions)
1. *Good Dog, Bad Master*	PG-13	2,249	$7.7
2. *The Doll Who Could Talk*	PG-13	1,562	$7.3
3. *Cranky in Carmel*	PG	1,725	$5.1
4. *Transit to the Stars*	R	1,527	$4.4
5. *Pay Back*	R	1,300	$4
6. *On Top of Old Smokey*	PG	1,862	$3.2
7. *The Palletizer's Revenge*	R	354	$3.1
8. *Emulsion Man*	PG-13	1,750	$2.8
9. *Happy Old Women*	PG	1,023	$2.44
10. *Votator Locator*	R	1,709	$2.38

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

4. ______________________________

____

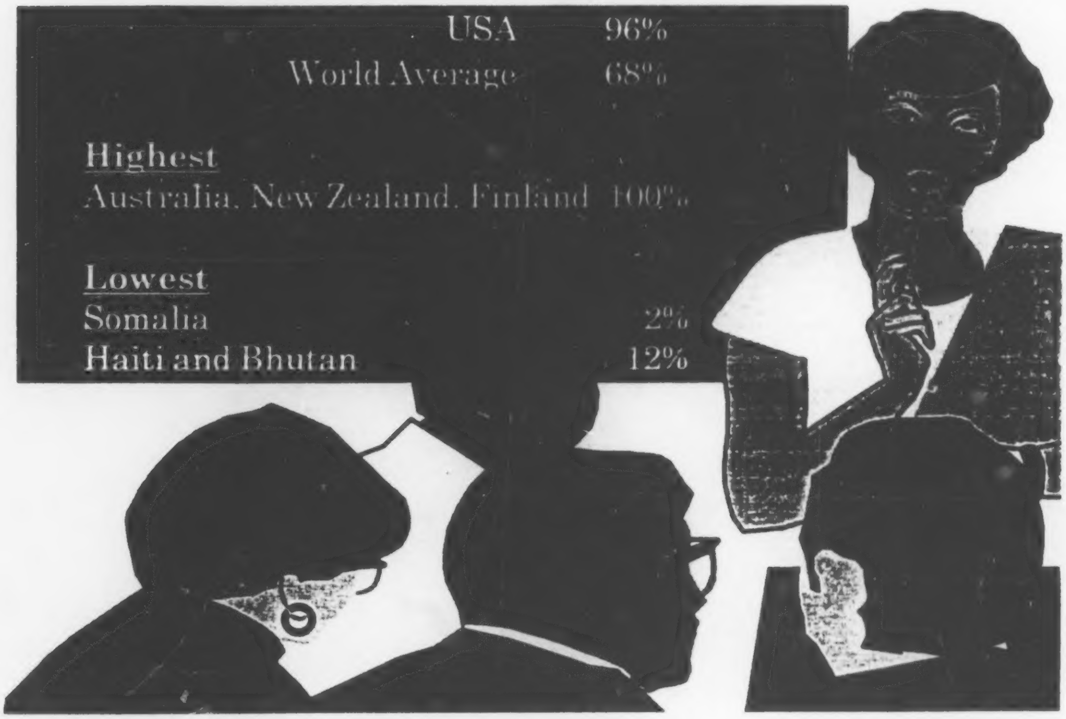
5. ______________________________

____

Mrs. Jordan is the instructor of a class entitled, Education Worldwide. The focus for today's session is *Highs and Lows in Education; Percentage of Children Who Reach the Fifth Grade*. She has written a chart on the board about today's topic and asks the students questions about the information (data). Help her students answer the questions.

Highs and Lows of Education

Percentage of Children Who Reach the Fifth Grade.



USA	96%
World Average	68%
Highest	
Australia, New Zealand, Finland	100%
Lowest	
Somalia	2%
Haiti and Bhutan	12%

1. What percentage of the children in the U.S. reach the fifth grade?

   ____

2. Is this above or below the world average?____________________

3. Why would you conclude the percentage of children completing the fifth grade in Somalia is so small?____________________

   ____

   ____

? 4. Write one question you have about the information in this table.______________________________

   ____

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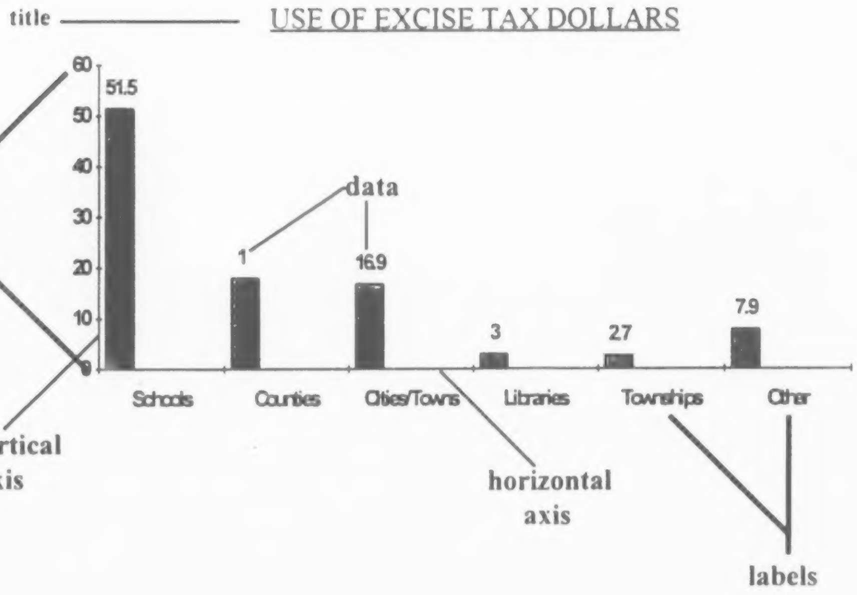
Words

Introducing Graphs

Graphs like tables show information. Instead of using rows and columns, graphs use a vertical axis and a horizontal axis. There are 3 different types of graphs: bar, line and circle. All graphs contain some of these elements:

- A title.
- A vertical and horizontal axis.
- Names (labels) of the vertical and horizontal axis.
- Bars and lines along the vertical or horizontal axis showing categories.
- A scale along the vertical or horizontal axis showing number values (amounts).
- The source of the information.
- A key that explains the symbols used.

Parts of a Graph



Practice - Bar Graphs

Completed

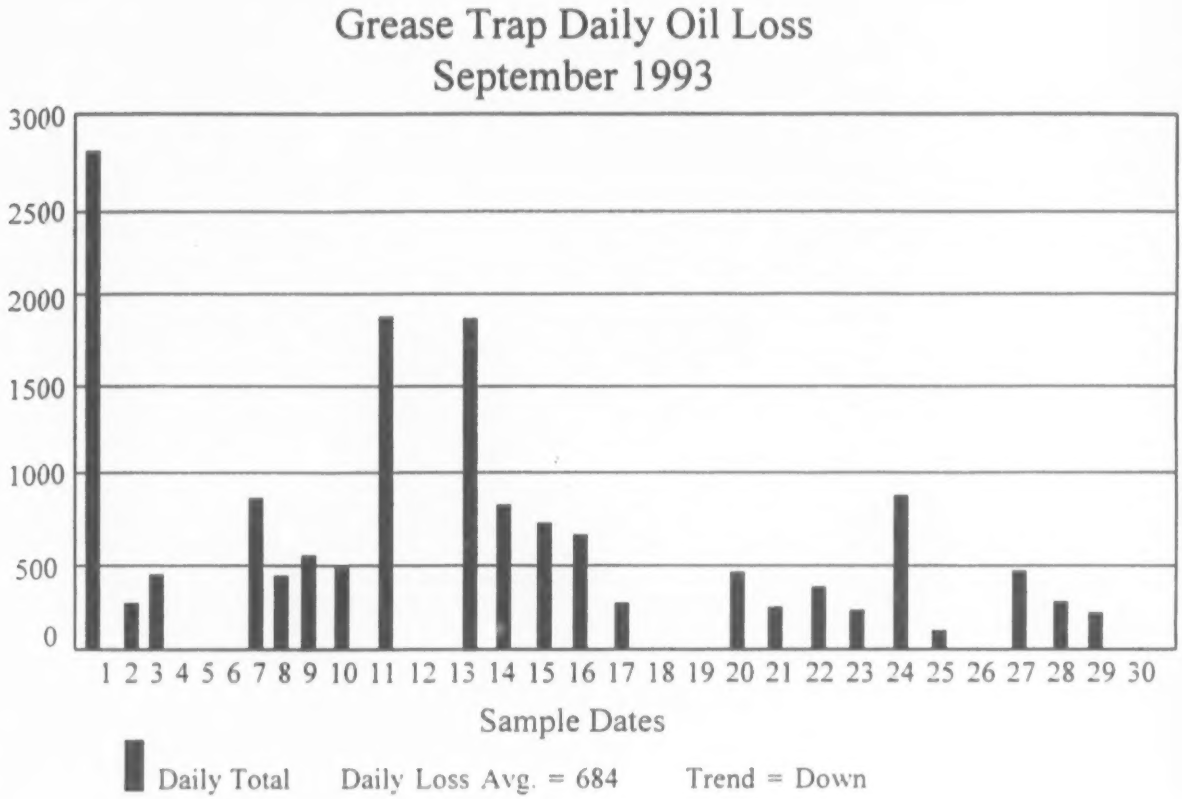
Workbook:

- *Analyzing Data, pp.38-43* ____________
- *Analyzing Data, pp.38-43* ____________
- *Pre-GED Mathematics, pp.24-25* ____________

Examples and Exercises:

- Grease Trap Daily Oil Loss graph 1 ____________
- Grease Trap Daily Oil Loss graph 2 ____________
- Use of Excise TAX Dollars ____________
- Unemployment Rate Continues to Drop ____________

Bar graphs can have vertical or horizontal bars. This graph uses vertical bars. The horizontal axis shows the oil loss in pounds. The vertical axis represents the thirty days in September.



Grease Trap Daily Oil Loss
September 1993

1. What is the purpose of this bar graph?

2. Were samples taken every day in September?

3. What is the scale on the graph?

   What is the range?

4. What causes oil loss?

Making Statements

After completing *pp. 13-14 in Analyzing Data*, you have a better understanding of how to make statements about data. What statements can you make about the data from this bar chart? Remember your statements should be based on the data from the chart.

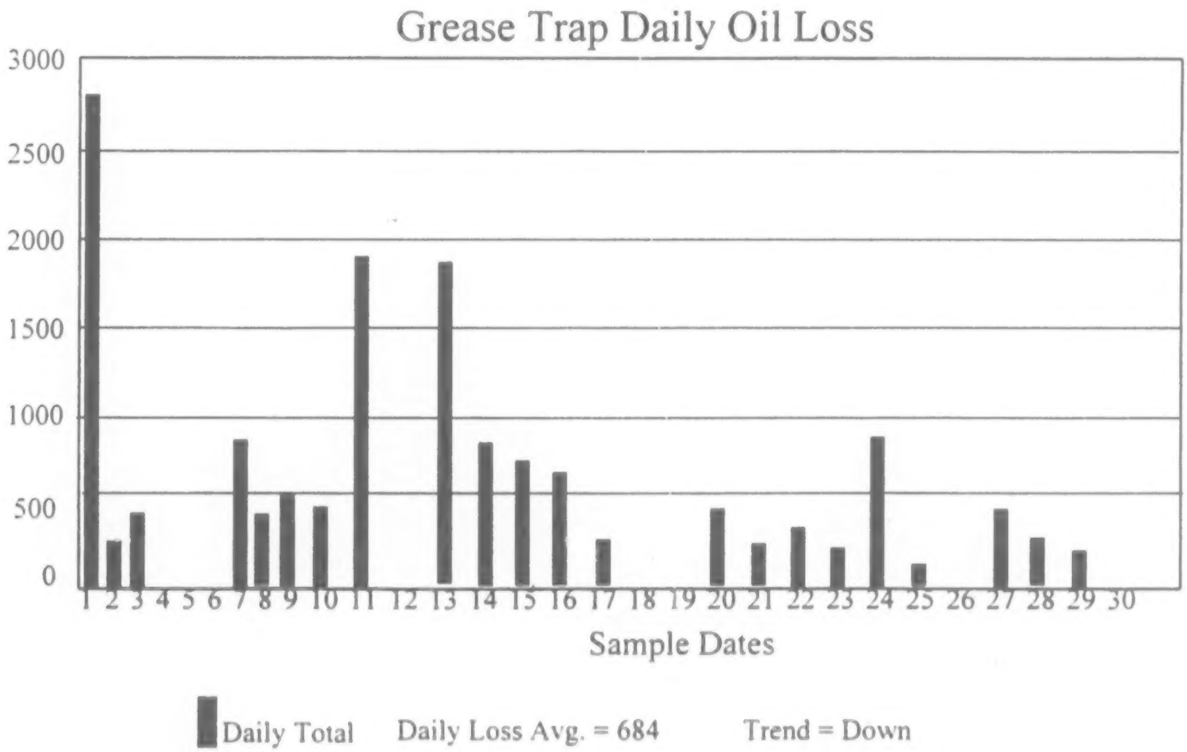
What statements can be made about the information in this chart?
Example: September 1 showed the greatest daily total loss of oil.

Statement 1: ______________________________

Statement 2: ______________________________

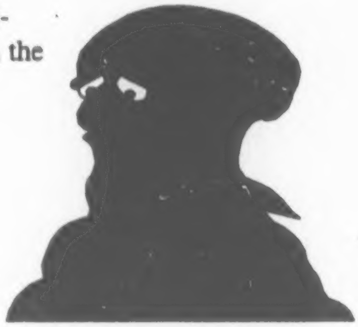
Statement 3: ______________________________

How is the daily loss average computed? ______________________________



Grease Trap Daily Oil Loss

Double Bar Graphs



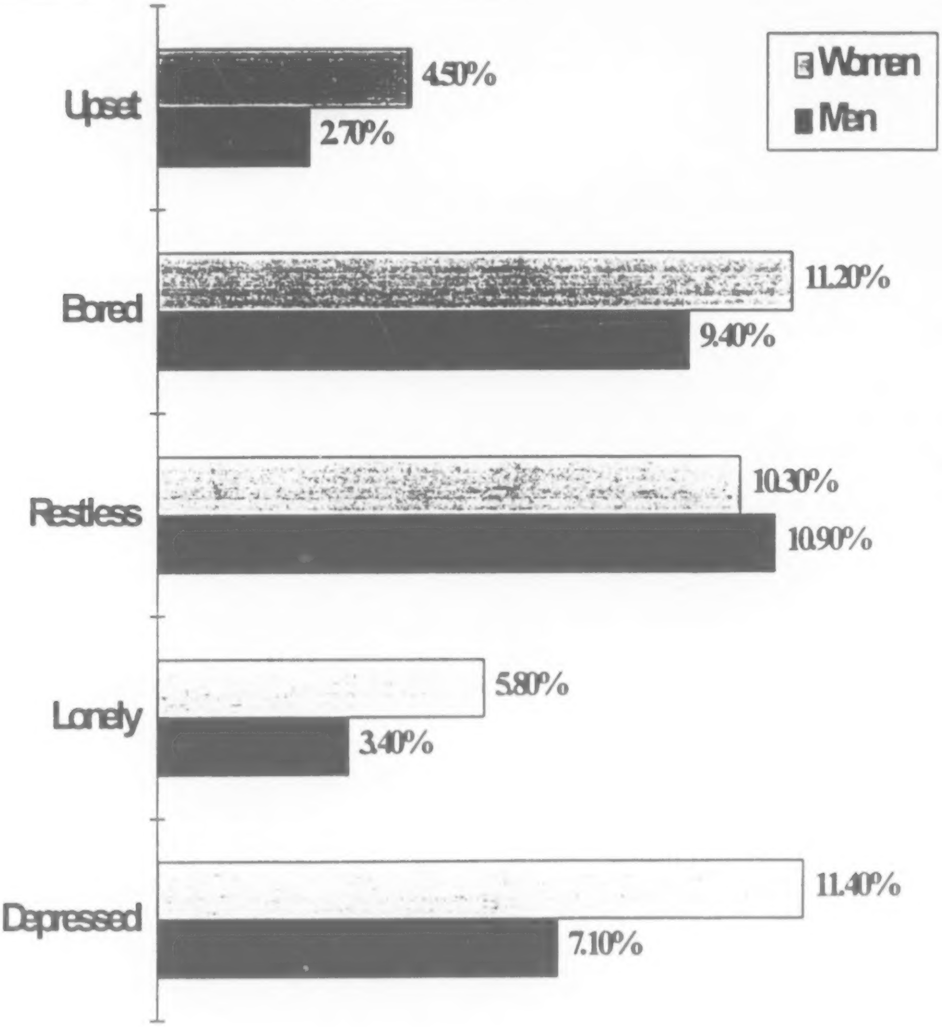
This is a double bar graph with the bars running horizontally. Considering the data and the expression on the man's face:

Write a title____________________________

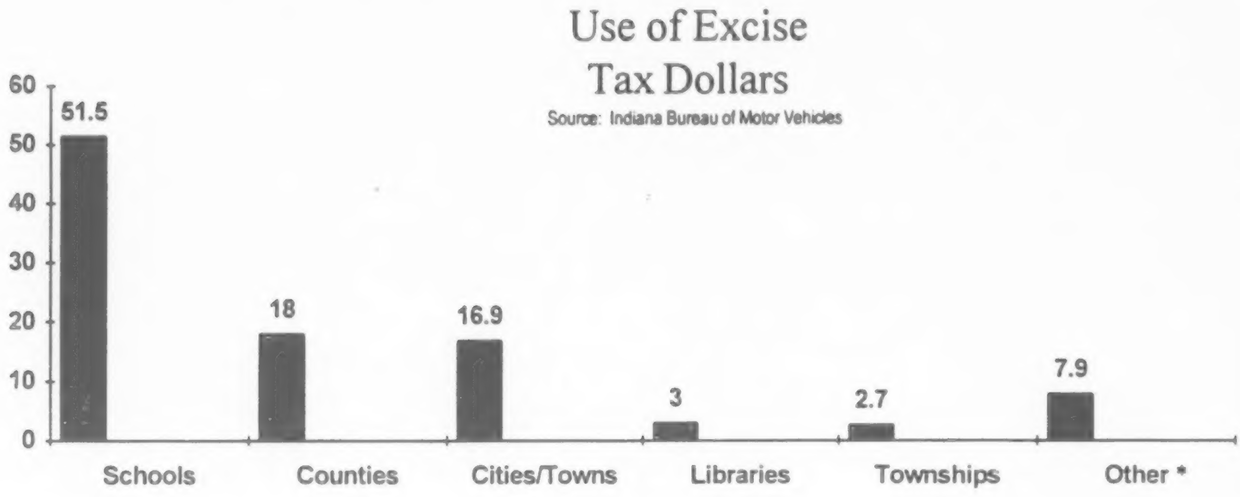
Fill in the blanks:

Percent of U.S. ____________ and

______________ who often feel ______________.



In some states, the Bureau of Motor Vehicles collects excise taxes and sends the funds directly to county officials. The money is then divided between county and local government. The bar graph illustrates how excise tax dollars are used. Answer the questions using the bar graph.



Use of Excise Tax Dollars

Source: Indiana Bureau of Motor Vehicles

* Parks and recreational facilities
Flood control and Fire protection

1. Out of one dollar, how much money goes to education?_______________

2. 7.9 cents is used for ________________________

3. Do you agree or disagree with the way the money is distributed? Why?

4. Add the money spent in each category. Does it equal $1.00?

Practice - Line Graphs

Completed

Workbook:

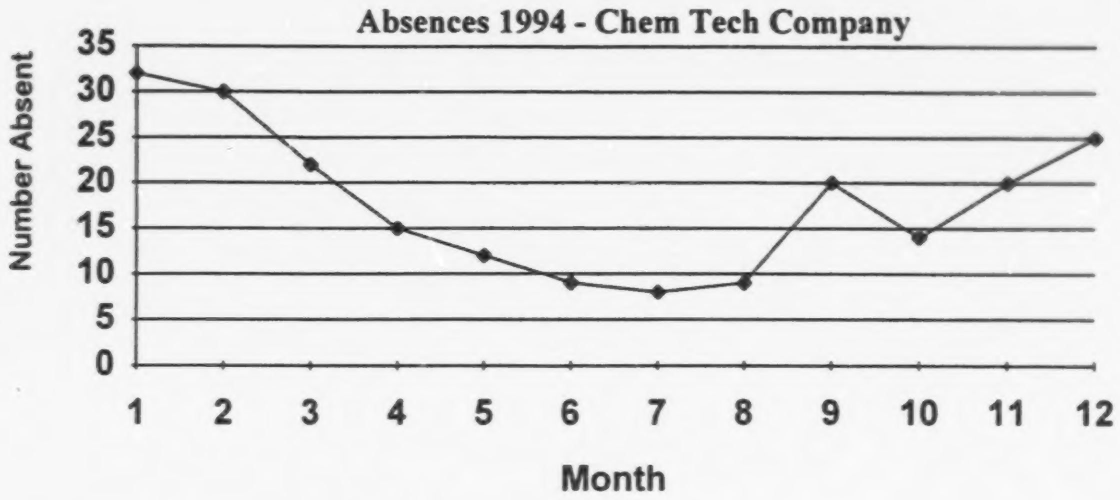
- *"Analyzing Data", pp.44-47* ____________________
- *"Pre-GED Mathematics", pp.118-120* ____________________
- *"The Memory Jogger", pp.33-34* ____________________

Examples and Exercises:

- Absences 1993 ____________________
- Quality Control/Weight Control ____________________

Line Graphs

Line graphs are useful for showing trends. This graph shows trends in employee absences.



Absences 1994 - Chem Tech Company

1. What is the title of the graph?
____
2. The scale increases in increments of __________________.
3. What is the Y axis labeled?_______________ The X axis?____________
4. How many employees were absent during April?__________________
5. Which month had the largest numbers of absentees?__________________
6. In which season of the year, winter, spring, summer, or fall, did the most absences occur?____
7. How could his company cut down on the number of absences during this season?
____
____
____
8. Why was there a sharp rise in absences during September? How can you prove it?____
____
____

Practice - Circle Graphs

Completed

Workbook:

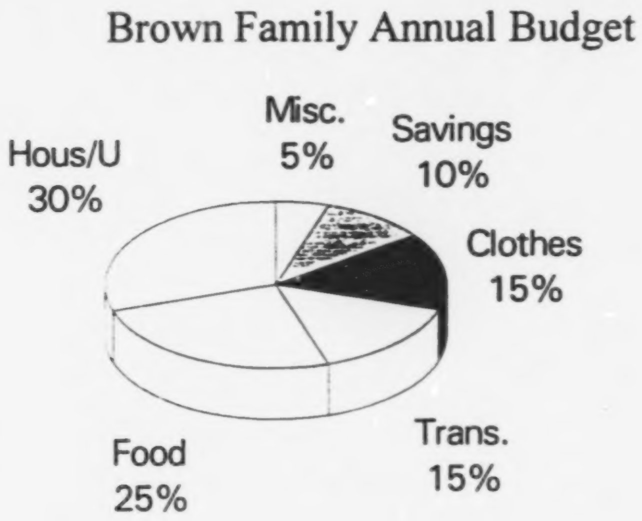
- *"Analyzing Data", pp.52-54* ____________________
- *"Memory Jogger", p.75* ____________________
- *"Pre GED Mathematics", pp.176-178* ____________________
- *"Pre GED Mathematics", pp.179-194* ____________________

DocuRead:

- Brown Family Budget ____________________
- Nabisco Foods Group International Sales ____________________

Circle Graphs

Circle graphs, also called pie charts, are used often by TV, newspapers, and magazines. The whole circle represents 100% of the data. The parts of the circle are "sliced" into percentages of the whole (100%). The Brown family's budget fits nicely into a circle graph.



1. How much of the budget goes towards housing and utilities?___________

2. How much for savings?____

3. Which two sections make up a little more than half of the budget?_______
____

4. Which takes up the smallest part of the budget?_____________________

5. If the Brown family's money becomes tight, which parts of the budget could be reduced?____
____
____

6. The Browns oldest son will be married in June. What part of the family budget will this effect?____
____

Words

Introducing Schedules

Schedules run our every day lives from work schedules to TV schedules.

Practice - Schedules

Completed

Workbook:

- *Obtaining Information & Using Resources, p.74* ______________

Examples and Exercises:

- Airline Schedule ______________
- Manning Board ______________
- Production Schedule ______________
- Bus Schedule ______________

Transportation Schedule

An airline is one kind of transportation schedule. Use this airline schedule for flights from Indianapolis to Los Angeles to answer the following questions.

From: Indianapolis,IN,USA Departs: SUN-09 JANUARY, 1994
To: LOS ANGELES,CA,USA

#	Departs	Arrives	Flight		Equip	Meals	Stops	On-Time	Travel Time
No earlier direct flight service									
1	935A IND	1117A LAX	US	53	733	B	0	U	4:42
2	550P IND	732P LAX	US	29	733	D	0	U	4:42
3	830P IND	1112P LAX	US	1135	733	D	1	N	5:42

1. What time does the first flight depart Indianapolis?____________________

2. What time does it arrive in Los Angleles?____________________

3. Are there any stops?____________________

4. What is the number of the last flight?____________________

5. What is the travel time of the first two flights?____________________

6. The third flight has a longer travel time than the first two flights. Why?____________________

Work Schedule

The manning board on the next page is used to make production line assignments. It is laid out in columns and should be read up and down each column.

Answer these questions about the manning board.

1. How many years has JoAnn Smith worked at Nabisco. ________________

2. Barry Lewis and Mark Johnston have both bid for the job on Line 10. The person with the greater senority gets the job. Who gets it?

   ____

3. What line has Melinda Marks signed up to run? ____________________

4. Lets say you were hired in 1970 and you are an A-1 operator. You want to bid for the job on Line 10. Based on the Manning Board, would you get the job?__________________

   Why?____

   ____

[redacted]	[redacted]	[redacted]	856-3	822-4	844-3
Line 6	Line 7	Line 8A1	Line 9 1/4# stick	Line 10 1/4# stick	Line 19 1/2# soft bowl
A-Operator	A-1 Operator	A-1 Operator	A-1 Operator	A-1 Operator	A-1 Operator
[redacted]	JoAnn Smith 12-20-88 A-1	[redacted]	Mary Goins 6-14-67 A-1	Barry Lewis 9-24-62 A	Melinda Marks 7-23-79 D
		Jan Keenan 1-27-82 A-1	Jack Allen 2-22-88 A-1	Mark Johnston 9-30-72 A-1	[redacted]
					Dana Clark 8-31-65 D
					[redacted]
					[redacted]
					A-Palletizer
					[redacted]

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Production Schedules

Production schedules keep a plant running smoothly and direct the work needed to be done. Use the Production Schedule on the next page to follow *The Story of Line 8.*

The Story of Line 8 for the week of December 12-16

On Monday, Line 8 is running product number 822-4 on all three shifts. On Tuesday, the line is running 822-4 on first shift and 50420 on second and third shifts. On Wednesday, Thursday, and Friday, 831 is scheduled to run on all three shifts.

Now create your own story of Line 18. Use the production chart on the next page to fill in the blanks.

The Story of Line 18
December 12-16

On Monday, Line 18 is ______________ running the first shift. Second and ____________ shifts are scheduled to run ______________. Scheduled for Tuesday is ______________ on both the first and second shifts. Third shift will run _______________. _________________ will be run all _______________ shifts on __________________. The remainder of the week, Line 18 is scheduled to run __________________ except on ___________________ when the _______________ shift will do a _______________ ________________.

1: 5PM PRODUCTION SCHEDULE *'ORK TOGETHER* ****** ELIMINATE WASTE******

LINE	MON 12/12			TUES 12/13			WED 12/14			THURS 12/15			FRI 12/16		
1	3385	3385	3385	3385	3385	3385	3385	3385	3385						
2	3439	3439	3438	3438	3438	3438	3438	3438	3438	3438	3438	3438	3438	3438	3438
3		3449							3402						
4			3335	3335	3335	3335	3335	CIP		3345	3345	3345			
5				3433						3422					
6	825	825	825	825	825	825	825	825	825	825	825	825	825	825	825
7	825	825	825	825	825	825	825	825	825	825	825	825	825	825	825
8	822-4	822-4	822-4	822-4	50420	50420	831	831	831	831	831	831	831	831	831
9	1837	1837	1837	1837	1837	1837	1837	1837	1837	1837	1837	1837	1885	1885	1885
10	831-5	822-4	822-4	822-4	822-4	831-5	831	831	831	TRIAL	831	831	831	831	831
11	831-5	822-4	822-4	822-4	822-4	831-5	831	831	831	831	831	831	831	831	831
12	831-5	822-4	822-4	822-4	822-4	831-5	831	831	831	831	831	831	831	831	831
13	822-4	822-4	822-4	822-4	822-4	822-4	822-4	822-4	822-4	822-4	822-4	822-4	822-4	822-4	822-4
14	822-4	822-4	822-4	822-4	822-4	822-4	822-4	822-4	822-4	822-4	822-4	822-4	822-4	822-4	822-4
15	1837	1837	1837	1885	1885	1885	1885	1885	884	884	884	884	884	884	884
16	870-2	870-2	870-2	870-2	870-2	870-2	870-2	870-2	870-2	870-2	870-2	870-2	870-2	870-2	870-2
18		840-1	840-1	811-1	811-1	844-3	844-3	844-3	844-3	C/O	768-2	768-2	768-2	768-2	768-2
19	1510-5	1510-5	1510	1510	1510	1510	1510	1510	1510	1510	1510	1510	1510	1510	1510
20	864	864								C/O		766-2	766-2	766-2	766-2
21	848-1						848-1	848-1	848-1	848-1	848-1	848-1	848-1	875-5	875-5
22	839-8	839-8	839-8	839-8	839-8	829-1	833	833	833	833	833	833	833	833	833
23	8760	8760	8760	8760	8760	8760	8760	8760	8760	8760	8760	8760	8760	8760	8760

RUN 3,000 CASES 1510-5

3433--700 CASES

3422--500 CASES

RUN 4,200 CASES 831-5

C/O = CHANGEOVER

3 SHIFTS SHORT-831

START 885'S WHEN CARTONS COME IN TUES. MORN.

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Words

Introducing Maps

A map is a picture. There are many kinds of maps. Some maps are pictures of the earth's surface. A bus route map is a simple map which shows the roads covered by a bus. Whatever the type of map, a map may have:

- A title
- Symbols
- A key: explains symbols and shading
- A directional symbol: shows the direction of north, south, east, and west
- Grids: lettered and numbered lines running horizontally and perpendicularly across a map to help in finding a location.
- An index: an alphabetical listing of map locations with the corresponding grids.
- Scale of Distance: shows how much actual distance on the earth's surface is represented by a given unit of measurement on the map.

Practice - Maps

Completed

Workbook:

- *"Pre-GED Mathmatics" pp. 156-158* ____________

DocuRead:

- U.S. Wall Map ____________
- Area Codes and Time Zones
- Demonstrators Attacked Monday ____________
- Bus Route Map ____________
- Washington, DC Map ____________

United States Maps

Find a United States Map. Locate the key, the scale of miles, and the directional symbol before answering these questions.

1. Name the National parks in Texas.
____
____

2. The largest part of Yellowstone National Park is in what state?
____

3. On what river is Albany, GA?______________________________

4. What is the approximate distance between Indianapolis and Louisville, Kentucky?______________________________

5. What state is north of Kansas?

south? ____________
east? ____________
west? ____________

6. What interstate highway runs along the coast of Georgia and Florida?______________________________

7. What large ocean lies on the west coast of the U.S.?____________
____

686

Area Codes and Time Zones

Find the Area Code and Time Zone map in a telephone directory. Use the map to answer these questions:

1. Name the four major U.S. time zones.________________________
____
____

2. If it is 6 PM in New York, what time is it in:

California________________________

Omaha, Nebraska________________

Miami, Florida________________

Denver, Colorado________________

3. Can you call someone in Canada directly using an area code?
____

4. Give the area codes for:

North Dakota ________________

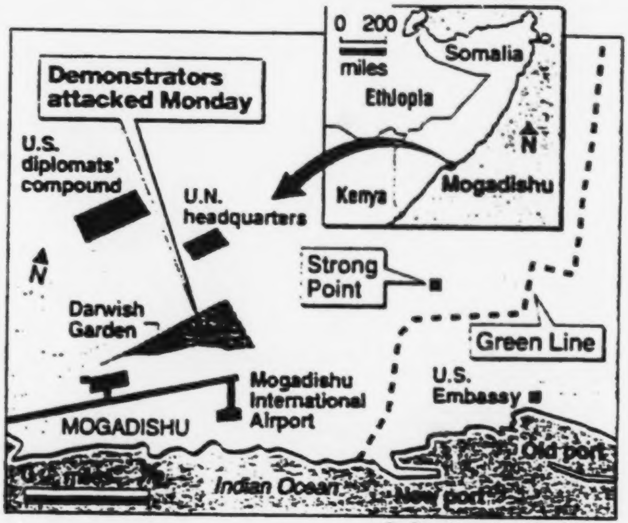
Hawaii ________________

Washington, DC ________________

5. How many area codes does Texas have? ________________

Newspapers and Maps

Demonstrators Attacked Monday


0 200
miles
Somalia
Ethiopia
Kenya
Mogadishu
N
Demonstrators attacked Monday
U.S. diplomats' compound
U.N. headquarters
N
Strong Point
Darwish Garden
Green Line
Mogadishu International Airport
U.S. Embassy
MOGADISHU
Indian Ocean
Old port
New port

"Copyright 1994, USA Today, Reprinted With Permission"

By Gary Visgaitis, USA TODAY

Newspapers use maps to show where events are taking place. This map is actually two maps in one. The country of Somalia and its capital, Mogadishu, are shown in the smaller map in relationship to there place in Africa. The larger map shows Mogadishu.

1. Approximately how far away is the U.S. Embassy from the U.N. Headquarters?________________

2. Is the Indian Oçean north or south of Mogadishu?

____

3. What county lies to the west of Somalia? ________________

4. What question(s) do you have about this document?

____

____

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GANNETT

USA TODAY

July 1, 1994

Pat Adams
STEP Lead Instructor
STEP Learning Center
Nabisco Foods Group
4300 West 62nd Street
Indianapolis, IN 46268

Dear Ms. Adams:

Permission is granted for you to reprint two graphics headlined "Cable TV systems in the USA" and "Demonstrators attacked Monday," both of which appeared in USA TODAY.

We ask that you reprint the graphics exactly as you have indicated in your letter. In addition, the following copyright line must accompany the graphics:

"Copyright 1994, USA TODAY. Reprinted with permission."

Your use of this work should be strictly limited to the terms of this letter of agreement. If any additional or different use is desired, please reapply to us for permission. If we can be of further assistance, please feel free to contact us at 703-276-4556.

Thank you for writing USA TODAY.

Sincerely,

Barbara Ellenbogen

Barbara Ellenbogen, Director
USA TODAY Library & Research Service

BE:lal

1000 Wilson Blvd., Arlington, VA 22229 703/276-5588

STEP

Skills ▼ Training ▼ Enhancement ▼ Process

June 30, 1994

To whom it may concern:

I am requesting permission to use two of *USA Today's* graphic materials. These two graphics are attached. The "Cable TV Systems in the USA" appeared in the March 7, 1994, issue. I am unsure of the issue date for the map, "Demonstrators Attacked Monday."

These graphics will be used in a customized learning materials package being developed for employees of the Nabisco Margarine Plant in Indianapolis, Indiana, with a grant from the U.S. Department of Education. The intent of the materials is to assist people in reading and using information found in maps, graphs, and other document-type reading. To help us teach the important document reading skills, we naturally thought of *USA Today* because of your wide use of graphics. Approximately 25 copies will be made.

We hope you will see the value of this project and grant us permission. Thank you for your time and consideration.

Sincerely,

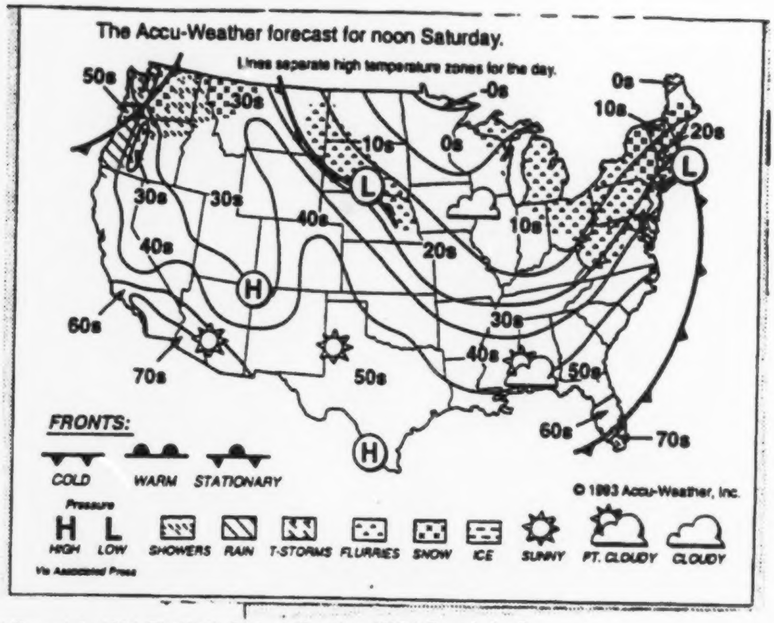
Pat Adams

Pat Adams
STEP Lead Instructor

C:\ASTEP\PERMI.DOC

Weather Maps

A key, sometimes called a legend, is used in weather maps to explain the symbols for the different kinds of weather. The key for this weather map is located at the bottom of the map. Use the map to answer the questions.


The Accu-Weather forecast for noon Saturday.
Lines separate high temperature zones for the day.
50s
30s
-0s
0s
10s
20s
10s
0s
L
L
30s
30s
40s
40s
20s
10s
H
60s
70s
50s
30s
40s
50s
60s
70s
H
FRONTS:
COLD
WARM
STATIONARY
© 1993 Accu-Weather, Inc.
Pressure
H
L
HIGH
LOW
SHOWERS
RAIN
T-STORMS
FLURRIES
SNOW
ICE
SUNNY
PT. CLOUDY
CLOUDY
Via Associated Press

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1. What kind of day is Texas having? ______________________________
____

2. This symbol ▤ means ________________________.
Are any areas of the U.S. having this weather? ______________

3. For what day of the week is this forecast? ________________

4. What kind of weather can people in Minnesota and Iowa expect in the next few days? ______________________________

Bus Route Maps

Many people living in large cities depend on the city's bus service to get them where they need to go. Find the answers to the questions from this Shuttle Bus route map.

1. Put an "X" on 27th Street.

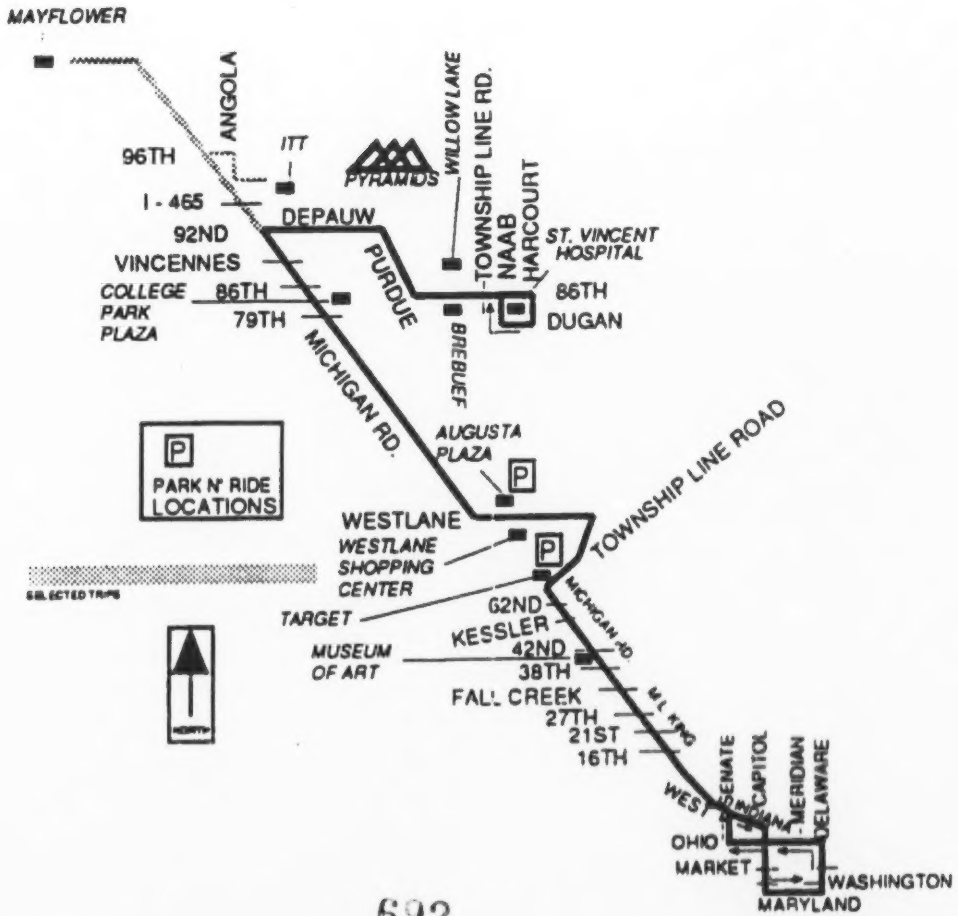
2. What does the symbol $\boxed{\text{P}}$ on the map mean? ____________________

3. What building is between 42nd and 38th Streets? ____________________

____

4. Would you be able to get to a hospital using this bus? ______________

____


MAYFLOWER
ANGOLA
96TH
ITT
PYRAMIDS
WILLOW LAKE
TOWNSHIP LINE RD.
NAAB
HARCOURT
I - 465
92ND
DEPAUW
ST. VINCENT HOSPITAL
VINCENNES
PURDUE
COLLEGE PARK PLAZA
86TH
79TH
86TH
DUGAN
BREBUEF
MICHIGAN RD.
P
PARK N' RIDE LOCATIONS
AUGUSTA PLAZA
P
TOWNSHIP LINE ROAD
WESTLANE
WESTLANE SHOPPING CENTER
P
SELECTED TRIPS
TARGET
62ND
KESSLER
MICHIGAN RD
MUSEUM OF ART
42ND
38TH
FALL CREEK
ML KING
27TH
21ST
16TH
NORTH
WEST
SENATE
INDIANA
CAPITOL
MERIDIAN
DELAWARE
OHIO
MARKET
WASHINGTON
MARYLAND

Our Nation's Capital

Many people visit our nation's capital, Washington, D.C. It is an interesting place, but getting around the city can be confusing. Before visiting, it is wise to review a map of the city and the locations of the places you want to visit. Find a map of Washington, D.C. and answer these questions.

1. What are the map grids for the White House? ________________
2. Using these grids, locate the White House. ________________
3. Locate Whitehaven Park.
4. Locate 7th Street. Take 7th Street to Independence Avenue and turn right (west). What famous museum are you near?
   ____
5. Describe the simplest route from the National Zoological Park to the Iwo Jima Memorial. ________________________
   ____
6. What college is in the northeast corner of the city?
   ____

Words

Introducing FORMS

You could say, "Forms make the world go around". Business, industry, schools, government, medicine, and the place where you work use many forms. In your own life, you fill out forms for many reasons: to get married, to obtain a loan, to order from a catalog, to apply for a job, and for many other reasons.

The difference between forms and other documents.

- Graphs give you information.
- Forms you give someone else information.

Forms: 1. Require you to fill-in/write information

2. Accuracy

Practice - Forms

Completed

Workbook:

- *Using Forms & Documents, pp. 32-33* __________
- *Survey table of contents and Choose areas of interest* __________
- *Calculator Power, p.90-96* __________
- *Pre-GED Math, p. 80-82, 85* __________
- *Obtaining & Using Resources, p.136-137* __________
- *Using Documents, pp. 30-31* __________

Examples and Exercises:

- Dental Calim Form, p. 22 __________
- Bob Deposits Money __________
- Practice filling out forms of interest/ need to you. Bring these forms to class __________

Dental Claim Form

Complete the Dental Claim Form on page ___ using the claim instructions on the back of the form and the following information:

- Lena Adkins is a female claiming dental services provided.
- She is the spouse of Jake M. Adkins, an active Nabisco employee.
- Her birthdate is 9-12-70.
- She is not employed but is a full-time student at Triad College in Browntown, IN, Lena is not covered by any other dental plan.

- Jake M. Adkins has been a Nabisco employee for three years.
- Mailing address is 622 Blakeview Road, Browntown, IN 46000
- Social Security number is 222-11-2222.
- He is the only person in his family who is employed.
- Birthdate is January 21, 1969.
- Jake wants his dentist, Dr. Joseph Baylor, to be paid directly.

NABISCO BRANDS INC

DENTAL CLAIM FORM

Mail to: Aetna Life Insurance Com
P.O. Box 31450
Tampa, FL 33631-3450
1-800-322-7576

PART I TO BE COMPLETED BY EMPLOYEE

1 PATIENT NAME

2 RELATIONSHIP TO EMPLOYEE ☐ Self ☐ Spouse ☐ Child ☐ Other

3 SEX ☐ M ☐ F

4 PATIENT BIRTHDATE Mo Day Year

5 IF FULL TIME STUDENT School City

6 EMPLOYEE/MEMBER/SUBSCRIBER NAME (FIRST, MIDDLE, LAST)

7. EMPLOYEE SOCIAL SECURITY NO.

EMPLOYEE BIRTHDATE Mo Day Yea

8 EMPLOYEE MAILING ADDRESS

9 ☐ Active ☐ Retired

10 COMPANY (EMPLOYER) NAME AND ADDRESS AND/OR DIVISION AND PLANT LOCAT
NABISCO BRANDS, INC.

CITY, STATE, ZIP

11 GROUP NUMBER 701876

12 MARITAL STATUS ☐ Single ☐ Divorced ☐ Married ☐ Widowed ☐ Legally Separated

13 IS SPOUSE OR OTHER FAMILY MEMBER EMPLOYED? ☐ Yes ☐ No
If yes, Member's Name SOC SEC NO

14 NAME AND ADDRESS OF SPOUSE'S OR OTHER FAMILY MEMBER'S EMPLOYER IN ITEM 13

SPOUSE BIRTH DA Mo Day

15 IS PATIENT COVERED BY ANOTHER DENTAL PLAN? ☐ Yes ☐ No If yes, indicate DENTAL PLAN NAME GROUP NO NAME AND ADDRESS OF CARRIER

AUTHORIZATION TO RELEASE INFORMATION - I hereby authorize any Provider, Insurer or other Organization to release any information regarding the dental history, treatment, or benefits payable for this claim to the Plan Administrator or its authorized agent for the purpose of determining benefits payable.
SIGNED (PATIENT OR PARENT IF MINOR) DATE

AUTHORIZATION TO PAY BENEFITS TO DENTIST - I hereby authorize payment directly to the below named Dentist of the Dental Benefits otherwise payable to me.
SIGNED (EMPLOYEE) DATE

CERTIFICATION - I Certify that the foregoing information is true and correct
SIGNED (PATIENT OR PARENT IF MINOR) DATE

PART II TO BE COMPLETED BY ATTENDING DENTIST

16 DENTIST NAME

17 MAILING ADDRESS

CITY STATE ZIP

18 DENTIST SOC SEC OR T I N

19 DENTIST LICENSE NO

20 DENTIST PHONE NO

21 FIRST VISIT DATE CURRENT SERIES

22 PLACE OF TREATMENT ☐ OFFICE ☐ HOSP ☐ ECF ☐ OTHER

23 RADIOGRAPH OR MODELS ENCLOSED? ☐ No ☐ Yes HOW MANY?

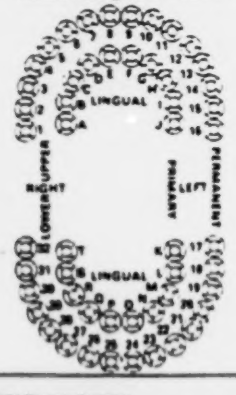
	NO	YES	
24 IS TREATMENT RESULT OF OCCUPATIONAL ILLNESS OR INJURY?			IF YES, ENTER BRIEF DESCRIPTION AND DATES
25 IS TREATMENT RESULT OF AUTO ACCIDENT?			
26 OTHER ACCIDENT?			
27 ARE ANY SERVICES COVERED BY ANOTHER PLAN?			IF YES NAME OF OTHER PLAN
28 IF PROSTHESIS IS THIS INITIAL PLACEMENT?			(IF NO REASON FOR REPLACEMENT) 29 DATE OF PRIOR PLACEMENT
30 IS TREATMENT FOR ORTHODONTICS?			IF SERVICES ALREADY COMMENCED ENTER DATE APPLIANCES PLACED MOS TREATMENT REMAINING

CHECK ONE:

☐ Dentist's Pre-treated Estimate (date) ______

☐ Statement of Actual Services

Indicate missing teeth with an "X"



31 EXAMINATION AND TREATMENT PLAN - LIST IN ORDER FROM TOOTH NO 1 THROUGH NO 32 - USE CHARTING SYSTEM SHOWN

TOOTH # OR LETTER	SURFACE (M O D B L LAB)	DESCRIPTION OF SERVICE (INCLUDING X-RAYS, PROPHYLAXIS, MATERIALS USED, ETC.) LINE NO	DATE SERVICE COMPLETED MO	DAY	YEAR	PROCEDURE NUMBER	FEE

32 Remarks for unusual services

I HEREBY CERTIFY THAT THE PROCEDURES AS INDICATED BY DATE HAVE BEEN COMPLETED AND THE FEES INDICATED ARE THOSE ACTUALLY CHARGED THE PATIENT REGARDLESS OF THE EXISTENCE OF INSURANCE COVERAGE.

SIGNED (DENTIST) DATE

TOTAL FEE CHARGED

698

NB 5572 BEST COPY AVAILABLE (GC 11879) ED 2/80

Bob Deposits Money

Bob needs to deposit cash, his wife's paycheck, and his paycheck. On the deposit ticket, please fill in for Bob.

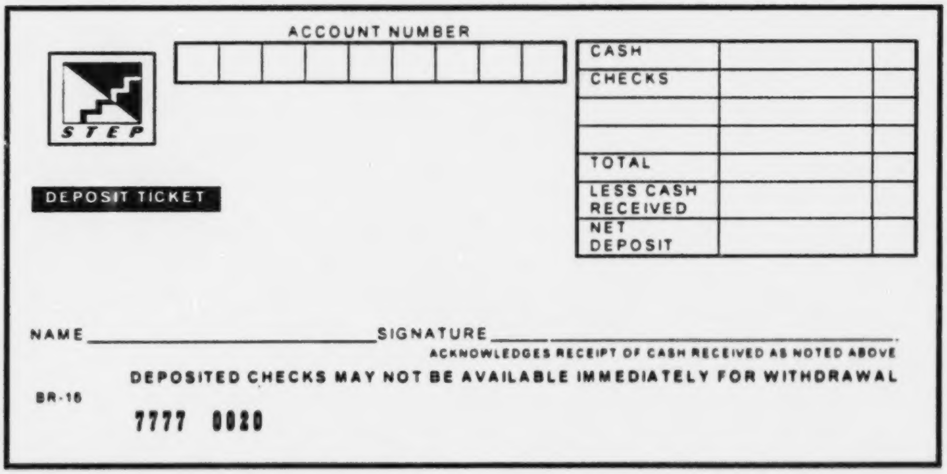
His account number: 219481209
$50.00 - cash his son repaid him for a loan
$291.00 - his wife's paycheck
$305.50 - his paycheck
$646.50 is the total
$25.00 in the less cash received area (Bob wants some spending money)
$621.50 in the Net deposit area.

Bob then prints his name in the Name area and gives the deposit ticket to the teller. The teller returns the ticket asking Bob to complete an area he forgot to fill in. What area did he forget? ____

____

Why should it be filled-in? ____

____



ACCOUNT NUMBER

STEP

DEPOSIT TICKET

CASH		
CHECKS		
TOTAL		
LESS CASH RECEIVED		
NET DEPOSIT		

NAME ______________________ SIGNATURE ______________________
ACKNOWLEDGES RECEIPT OF CASH RECEIVED AS NOTED ABOVE

DEPOSITED CHECKS MAY NOT BE AVAILABLE IMMEDIATELY FOR WITHDRAWAL

BR-15

7777 0020

Words

700